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ABSTRACT

In 1998, the Stanford Achievement Test Series, Ninth Edition, Form TA (Stanford 9) was administered to Virginia students in grades 4, 6, and 9 as the norm-referenced component of the Virginia State Assessment Program. As in the previous year, from 93 to 96% of Virginia's students took the Stanford 9, although the first administration was taken by students in grades 3, 5, 8, and 11. In grade 4, achievement was at or above the national average in 10 of the 11 subtests and content area totals. Achievement in grade 6 was also at or above the national average in 10 of the 11 areas. Achievement of Virginia's ninth-grade students was at or above the national average in 7 of the 11 subtests and content area totals. Scaled scores are given to enable comparisons from Fall to Spring administrations. The report contains the following sections: (1) "Executive Summary"; (2) "Background and General Information"; (3) "Virginia's 1998 Performance on Stanford 9 - Grade 4"; (4) "Virginia's 1998 Performance on Stanford 9 - Grade 6"; (5) "Virginia's 1998 Performance on Stanford 9 - Grade 9"; (6) "School Division Performance"; and (7) "Statewide Performance." Six tables contain average national percentile rankings and scaled scores by gender, ethnicity, disability, and limited English proficiency and comparisons between 1997 and 1998. (SLD)

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VIRGINIA STATE ASSESSMENT PROGRAM

1998 DETAIL REPORT

STANFORD
ACHIEVEMENT TEST SERIES
Ninth Edition

TM030282

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The *Virginia State Assessment Program 1998 Detail Report* was prepared by the Virginia Department of Education, Division of Assessment and Reporting, P.O. Box 2120, Richmond, VA, 23218-2120.

TABLE OF CONTENTS

Executive Summary 5
- Number and Percent of Students Tested 5
- Statewide Percentile Ranks 5
- Scaled Scores: A Better Measure of Change 6
- Achievement Summary 11

Background and General Information 12
- What Is a Norm-Referenced Test? 12
- The *Stanford Achievement Test* Series, Ninth Edition 13
- What Is the Content of *Stanford 9* Upon Which Students Are Tested? 13
- Who Is Tested on *Stanford 9*? 14
- How Are Scores Reported? 14

Virginia's 1998 Performance on *Stanford 9* - Grade 4 17
- Students Not Tested 17
- Statewide Percentile Ranks 18
- Quartiles 19
- Subgroup Performance 21
  - Gender 21
  - Ethnicity 22
  - Students with Limited English Proficiency 23
  - Students with Disabilities 24

Virginia's 1998 Performance on *Stanford 9* - Grade 6 26
- Students Not Tested 26
- Statewide Percentile Ranks 27
- Quartiles 28
- Subgroup Performance 30
  - Gender 30
  - Ethnicity 31
  - Students with Limited English Proficiency 32
  - Students with Disabilities 33

Virginia's 1998 Performance on *Stanford 9* - Grade 9 35
- Students Not Tested 35
- Statewide Percentile Ranks 36
- Quartiles 37
- Subgroup Performance 39
  - Gender 39
  - Ethnicity 40
  - Students with Limited English Proficiency 41
  - Students with Disabilities 42

(continued)

Table of Contents, continued

School Division Performance 44

Table A: Percent of School Divisions with National Percentile Ranks Above 50

Table B: *Stanford 9* Division Results- National Percentile Ranks

Statewide Performance 58

Table C: Fall 1998 *Stanford 9* Average National Percentile Ranks and Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency

Table D: Fall 1998 *Stanford 9* Average National Percentile Ranks and Mean Scaled Scores by Disability

Table E: Comparison of Spring 1997—Fall 1998 *Stanford 9* Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency

Table F: Comparison of Spring 1997—Fall 1998 *Stanford 9* Mean Scaled Scores by Disability

Executive Summary

Number and Percent of Students Tested

During the period of September 14-October 16, 1998, the *Stanford Achievement Test* Series, Ninth Edition, Form TA, Abbreviated *(Stanford 9)* was administered to students throughout Virginia in grades 4, 6, and 9. This was the second administration of *Stanford 9* as the norm-referenced component of the Virginia State Assessment Program (VSAP)—the first administration occurred in Spring 1997 when *Stanford 9* was taken by students in grades 3, 5, 8, and 11.

The table below indicates the number and percent of students tested statewide at each of the three grade levels in Fall 1998 and corresponding data from the previous administration in Spring 1997.

Table 1.1— Number and Percent of Students Tested, 1997 and 1998:

Spring 1997, grade 3	81,087 / 95%
Fall 1998, grade 4	85,434 / 96%
Spring 1997, grade 5	81,171 / 96%
Fall 1998, grade 6	82,588 / 96%
Spring 1997, grade 8	78,382 / 95%
Fall 1998, grade 9	85,527 / 93%

Statewide Percentile Ranks

While the same levels of *Stanford 9* were administered in Fall 1998 to grades 4, 6, and 9 as had been administered to grades 3, 5, and 8 respectively in Spring 1997, it is important to remember that Virginia's 1998 percentile ranks are based on comparison to a Fall, grade 4 national standardization while the 1997 percentile ranks were based on a Spring, grade 3 national standardization. The end result is that a given raw score will not necessarily yield the same percentile rank in both Fall and Spring scoring. This does not affect the usefulness of percentile ranks in drawing comparisons between Virginia's Fall 1998 achievement and the national average, but comparison of 1997 and 1998 percentile ranks (i.e., to determine growth, gain, or loss)—whether at the student, school, division, or state level—would not be statistically valid and must be made with appropriate caution.

Virginia's Performance Predominantly Above the National Average

Regardless of the time of year at which a nationally-normed test such as *Stanford 9* is administered, national average performance always falls at the 50th percentile. Given that, Table 1.2 on page 6 confirms that across the three grades tested Virginia's Fall 1998 achievement was at or above the national average in 27 (82%) of the 33 *Stanford 9* subtests and content area totals. The following specific points are also indicated in Table 1.2:

- In grade 4, achievement was at or above the national average in 10 of the 11 subtests and content area totals.
- Achievement in grade 6 was also at or above the national average in 10 of the 11 subtests and content area totals.

- Achievement of Virginia's ninth-grade students was at or above the national average in 7 of the 11 subtests and content area totals.

Table 1.2 – Fall 1998 Statewide Percentile Ranks

Stanford 9 level	Primary 3	Intermediate 2	Advanced 2
	grade 4	grade 6	grade 9
Reading Vocabulary	47	58	56
Reading Comprehension	50	58	60
TOTAL READING	**50**	**58**	**58**
Mathematics: Problem Solving	57	64	58
Mathematics: Procedures	51	52	46
TOTAL MATHEMATICS	**53**	**58**	**54**
Prewriting	52	42	47
Composing	50	54	52
Editing	57	57	48
LANGUAGE	**54**	**51**	**48**
PARTIAL (Basic) BATTERY	**53**	**58**	**55**

The Fall 1998 percentile ranks shown above can be used to reliably determine how Virginia students have performed in comparison to a national norm group, but they cannot be used—if compared—to reliably determine whether Virginia students gained or lost in terms of real performance in these subtests and content areas from 1997 to 1998. More reliable indicators of growth/loss are scaled scores.

Scaled Scores: A Better Measure of Change

In contrast to the difficulty in comparing Fall and Spring percentile ranks to determine growth or loss, scaled scores can be used to make such comparisons because the *Stanford 9* Fall and Spring raw score to scaled score conversions in each given area are identical at each level of the test. For example, in Primary 3 (grades 3 and 4) Reading Vocabulary, a raw score of "X" will convert to a scaled score of "Y" for both Fall and Spring testing.

Additionally, each *Stanford 9* subtests and content area total features a constant scaled score range, regardless of the grade tested, test level, or test form. This allows comparison of a given student's, school's, division's, or state's achievement in a given subtest or content area total from year to year as well as over several years.

Table 1.3 on page 7 compares mean ("average") statewide scaled scores from the Spring 1997 and Fall 1998 VSAP administrations and confirms the following important points:

- Grade 4 showed significant gains in performance in all 10 subtests and content area totals for which *Stanford 9* scaled scores have been developed.
- In grade 6, modest gains are shown in 7 of the 10 subtests and content areas.
- In grade 9, modest performance gains are shown in 5 of the 10 subtests and content area totals while a significant gain is shown in the Mathematics: Problem Solving subtest.

Table 1.3 – Comparison of Mean Statewide Scaled Scores, 1997 to 1998

Stanford 9 level	Primary 3			Intermediate 2			Advanced 2		
	grade 3 Spring '97	grade 4 Fall '98	gain (loss)	grade 5 Spring '97	grade 6 Fall '98	gain (loss)	grade 8 Spring '97	grade 9 Fall '98	gain loss)
Reading Vocabulary	581.3	625.8	44.5	671.6	673.3	1.7	707.7	708.5	0.8
Reading Comprehension	589.0	631.8	42.8	664.2	665.8	1.6	701.6	700.7	(0.9)
TOTAL READING	**586.8**	**629.3**	42.5	**666.8**	**668.5**	1.7	**702.6**	**702.3**	(0.3)
Mathematics: Problem Solving	579.2	624.2	45.0	658.9	662.4	3.5	679.8	686.4	6.6
Mathematics: Procedures	558.6	591.3	32.7	659.8	658.6	(1.2)	696.9	696.2	(0.7)
TOTAL MATHEMATICS	**569.5**	**608.9**	39.4	**658.1**	**659.7**	1.6	**686.5**	**690.2**	3.7
Prewriting	555.9	600.7	44.8	622.8	621.4	(1.4)	654.6	654.7	0.1
Composing	572.2	604.9	32.7	632.7	634.8	2.1	658.1	656.8	(1.3)
Editing	570.6	597.8	27.2	633.1	632.9	(0.2)	654.0	655.7	1.7
LANGUAGE	**562.6**	**600.0**	37.4	**629.5**	**629.7**	0.2	**654.5**	**655.2**	0.7

NOTE: Scaled scores are not available for the *Stanford 9* Partial Battery.

Figures 1.4 through 1.6 on pages 8-10 indicate the entire range of scaled scores for each subtest and content area total for each of the levels of *Stanford 9* Form TA Abbreviated administered in VSAP. Within each range, the locations of mean statewide scaled scores from the Spring 1997 and Fall 1998 VSAP administrations are indicated.

It is important to note (as indicated in Figures 1.4-1.6) that *Stanford 9* scaled score ranges are not the same from one subtest and/or content area to another. So, though scaled scores can be used within a given subtest or content area total to reliably compare performance from different testing cycles (i.e., Fall to Spring, year to year), they cannot be used to determine relative strength and weakness across subtests and content area totals. For example, comparison of a mean scaled score of 675 in Total Reading and a mean scaled score of 650 in Total Mathematics for sixth-graders in a particular school does not necessarily indicate that the school's sixth-grade students performed better in reading than in math.

Figure 1.4–VSAP Scaled Score Performance: *Stanford* 9 Primary 3, Form TA Abbreviated

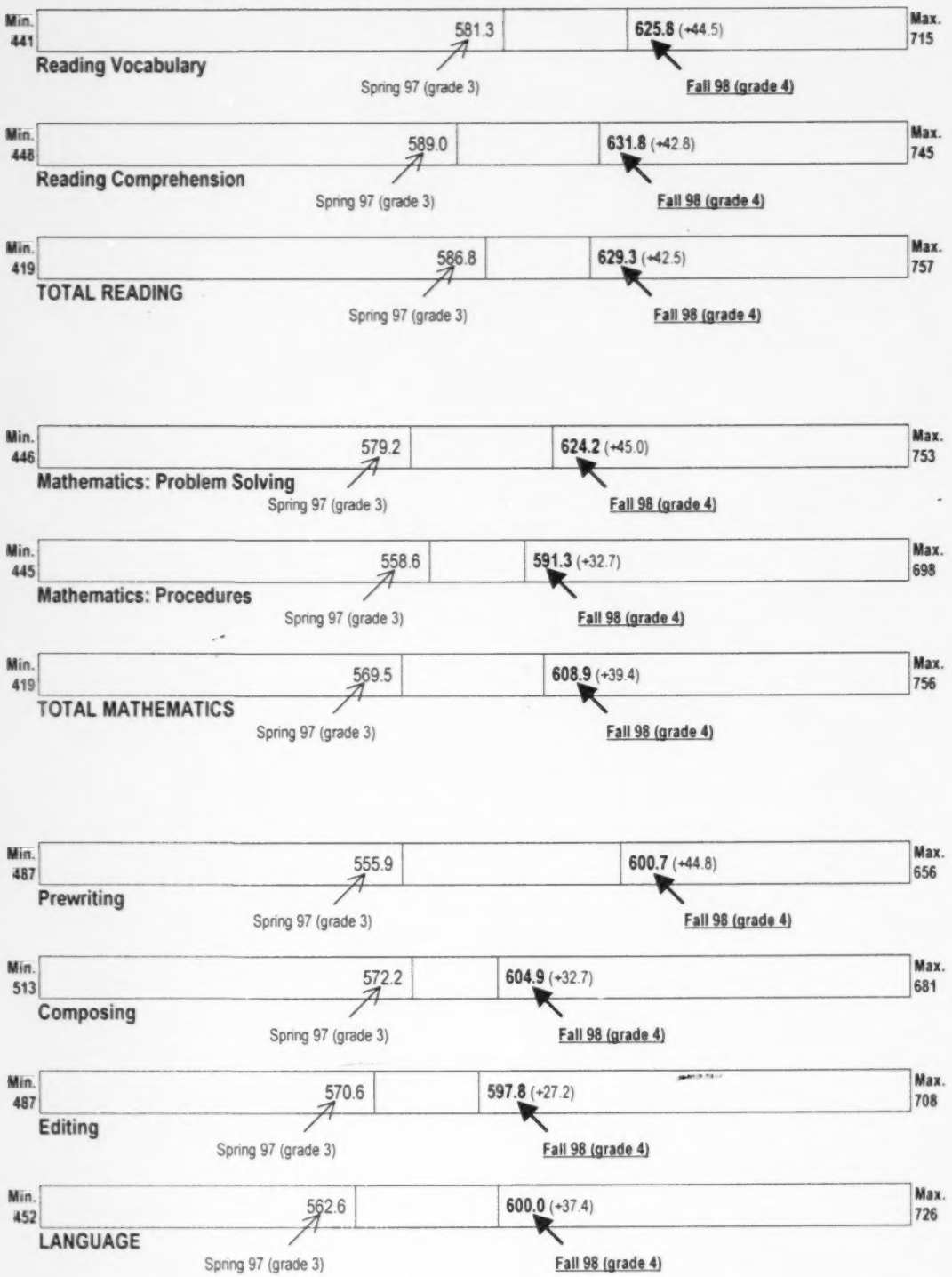


Figure 1.5–VSAP Scaled Score Performance: *Stanford 9* Intermediate 2, Form TA Abbreviated

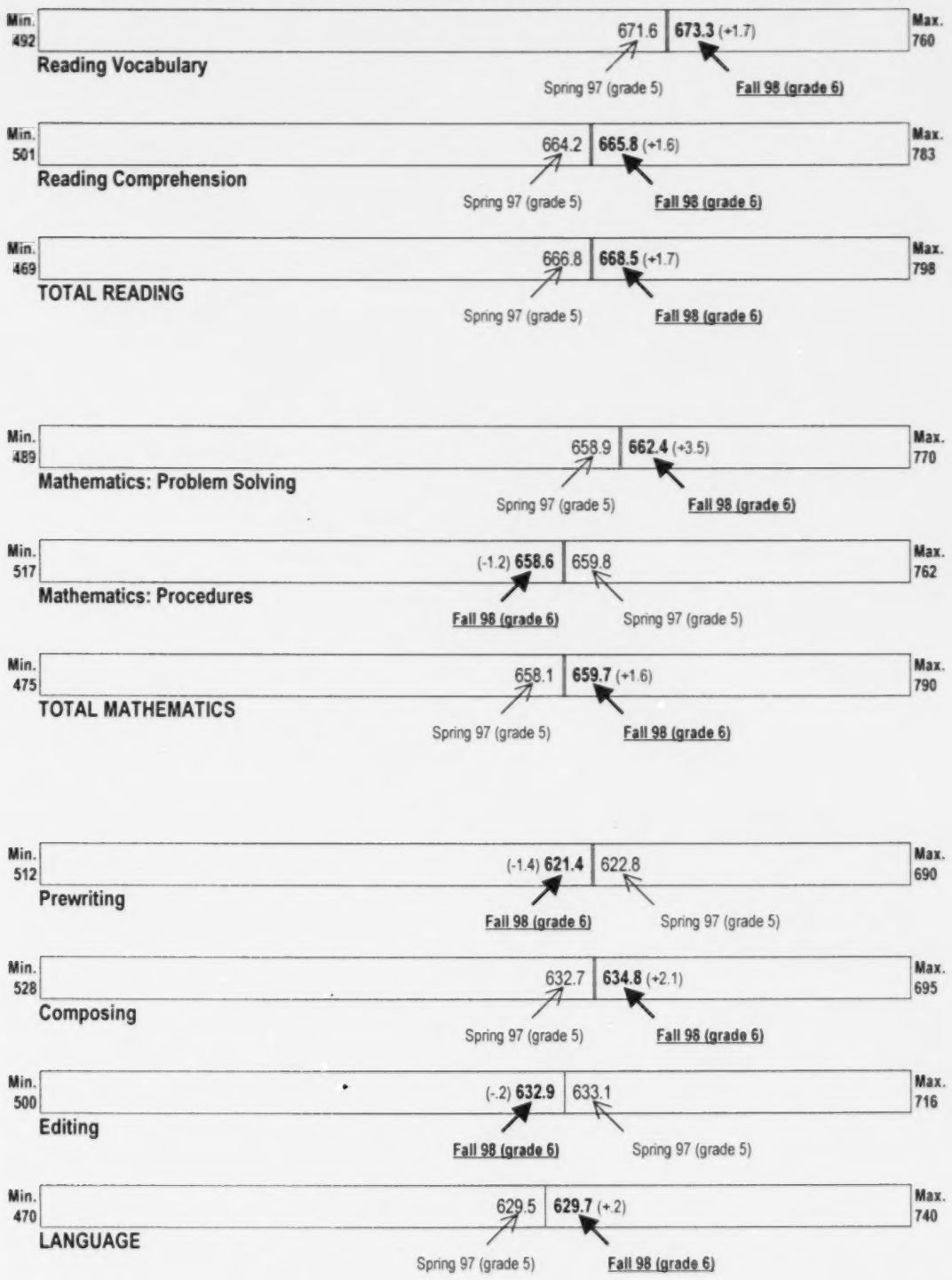
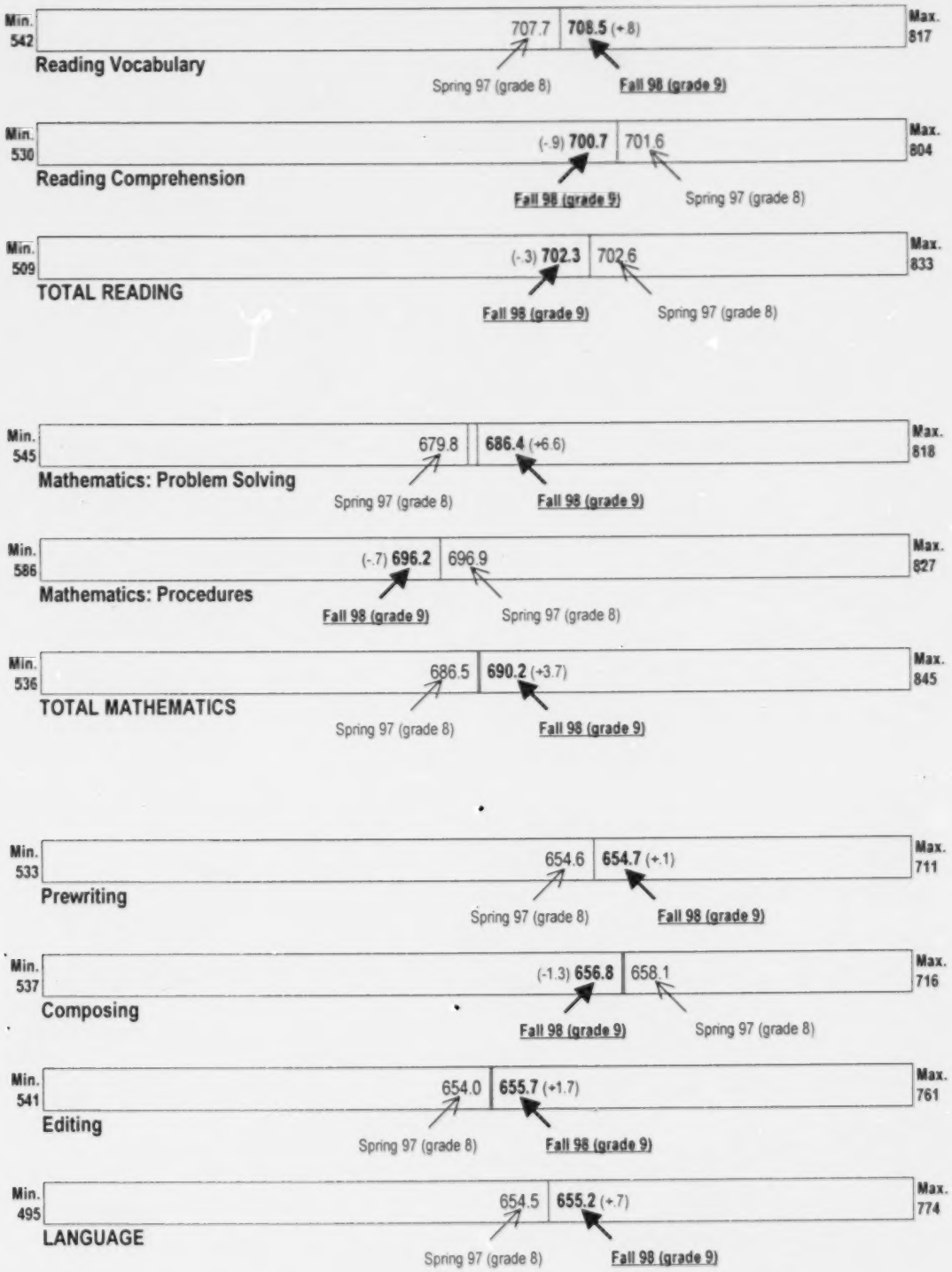


Figure 1.6–VSAP Scaled Score Performance: *Stanford* 9 Advanced 2, Form TA Abbreviated



Achievement Summary

In Fall 1998:

- Females generally scored higher than males in all subtests and content area totals except the Mathematics: Problem Solving subtest.
- American Indian/Alaskan Native students scored at or above the national average in roughly half of the subtests and content area totals (except for fourth-graders, who scored above average achievement in all subtests and content areas).
- Asian/Pacific Islander students scored at or above the national average in all areas except grade 4 Reading Vocabulary.
- Black students scored below the national average in all subtests and content area totals.
- Hispanic students in grades 4 and 9 scored below the national average in almost all subtests and content area totals, while Hispanic students in grade 6 scored at or above the national average in 5 of the 11 subtests and content area totals.
- White students scored at or above the national average in all subtests and content area totals except grade 6 Prewriting.
- Students with limited proficiency in English scored well below the national average in all subtests and content area totals.

In comparison to the national standardization, overall achievement of Virginia's students on Stanford 9 was again commendable in Fall 1998. In grades 4 and 6, achievement was at or above the national average (50th percentile) in 10 of the 11 subtests and content area totals and the Partial/Basic Battery. In grade 9, achievement was at or above the 50th percentile in seven of the eleven categories.

Background and General Information

The Standards of Quality require the State Board of Education to prescribe and provide nationally-normed tests to assess the educational progress of students, and the Virginia State Assessment Program (VSAP) is administered by the Virginia Department of Education in compliance with those standards. The purpose of VSAP is to provide information of the academic achievement of Virginia's students compared to that of nationally representative samples of students in grades 4, 6, and 9.

In October 1996, the Board of Education adopted the *Stanford Achievement Test* Series, Ninth Edition, Form TA, Abbreviated *(Stanford 9)* as the norm-referenced test battery to be administered to students for VSAP. *Stanford 9* was first administered as part of VSAP in Spring 1997 to students in grades 3, 5, 8, and 11, with the test to be administered in the same grades during the Spring semester of each subsequent year. However, in early 1998 the Board of Education adopted a recommendation that norm-referenced testing instead be conducted during Fall semesters and, as a result, the planned Spring 1998 administration of *Stanford 9* was suspended until Fall 1998. To ensure that the same students who would have been tested in Spring 1998 would be tested in Fall 1998 (thus enabling establishment of baseline achievement data for those student populations), testing was moved from Spring testing in grades 3, 5, and 8 to Fall testing in grades 4, 6, and 9. Rather than moving grade 11 testing to grade 12, the Board of Education adopted another recommendation that testing at the upper high school level be cancelled.

This *1998 Detail Report* provides results of testing in grades 4, 6, and 9 between September 14 and October 16, 1998. Students in all school divisions were tested in the areas of reading, language, and mathematics, and local school divisions had the option to test in the areas of science and social science. This report, however, contains statewide and school division scores only from the three required tests—reading, language and mathematics.

What Is a Norm-Referenced Test?

Nationally norm-referenced achievement tests measure a student's knowledge in broad content areas and provide a means by which the achievement of the student can be compared to that of students in the same grade throughout the nation. This comparison is made possible by "norming" the test, which first involves administering the test at a specified time of year, in all grades and under standardized conditions, to a large sample of students referred to as the "norm group." Since this sample of students is representative of the nation's student population in terms of geographic region/urbanicity, socioeconomic status (SES), and ethnicity, test results of the students in the norm group provide an estimate of student achievement across the nation. When the test is subsequently administered to students at the same time of year, in the same grades, and under the same conditions, test scores can be compared to the scores of the students in the norm group. As a norm-referenced test, scores obtained through administration of *Stanford 9* in VSAP reflect how well Virginia students performed relative to the nationally representative sample of students in the same grade who were tested at the same time of year and under the same conditions.

It is important to note that students cannot pass or fail a norm-referenced test such as *Stanford 9*. Instead, these test results provide the public, parents, and educators an objective measure of how well a child, school, school division, or state is achieving compared to a national sample.

The *Stanford Achievement Test* Series, Ninth Edition

Approximately 530,000 students participated in the 1995 norming of *Stanford 9*, establishing the scores against which Virginia's students have been compared in VSAP. Of those, approximately 200,000 took the test during the same Fall testing window during which VSAP was most recently administered.

Both the Spring and Fall national student samples for *Stanford 9* norming were balanced nationwide in terms of geographic region, socioeconomic status (high-, medium-, and low-SES), urbanicity (rural, suburban, and urban), and ethnicity. Forty-nine states and the District of Columbia were represented.

Prior to its publication and use in Virginia, precautions were taken to ensure that *Stanford 9* would be fair to all. A panel of prominent minority-group educators reviewed each test item, and statistical procedures were used to further ensure that items that might put any group of students at a disadvantage were not used in *Stanford 9*. Beyond eliminating bias, effort was also made to balance references to minority groups and both gender groups. These steps were taken to ensure that *Stanford 9* is as free as possible from bias and objectionable content.

The specific form of *Stanford 9* that is being administered in VSAP is Form TA, Abbreviated, which offers ample information on how well students perform compared to the norm group, yet requires a minimal amount of administration time. The levels of this form administered in VSAP to Virginia's students are:

- grade 4 – *Primary 3*
- grade 6 – *Intermediate 2*
- grade 9 – *Advanced 2*

Local school divisions may test at grade levels other than those selected by the state, but such testing is optional and at local cost. However, to help ensure the reliability of VSAP results, *Stanford 9* Form TA, Abbreviated may not be purchased within the state of Virginia—its use in the state is reserved solely for VSAP testing in grades 4, 6, and 9 by the Department of Education.

What Is the Content of *Stanford 9* Upon Which Students Are Tested?

Tests in the areas of reading, language, and mathematics were administered to students in grades 4, 6, and 9 in all Virginia school divisions. Reading was assessed through two subtests: Reading Vocabulary, which focuses on word knowledge, and Reading Comprehension, which measures how well students understand what they read. Two mathematics subtests were administered— Mathematics: Problem Solving, which focuses on reasoning skills, and Mathematics: Procedures, which measures the student's facility with computation. In the *Stanford 9* Form TA, Abbreviated Language test, students were presented with writing samples and asked to respond to questions in the areas of prewriting, composing, and editing.

Who Is Tested on *Stanford 9*?

All students enrolled in grades 4, 6, and 9 at the time of the VSAP administration were to have been tested, including:

- any student with disabilities, unless the student was exempted as documented in his/her individual education program (IEP) or Section 504 management tool; and
- any limited English proficient (LEP) student, unless a committee responsible for the student's education determined that based on his/her fluency in English, taking the test was not in the student's best interest.

Some students with disabilities and LEP students were provided with testing accommodations according to guidelines set forth by the State Board of Education and outlined in Informational Superintendent's Memo #39, February 28, 1997. If a student was provided an accommodation that maintained the standardized conditions of *Stanford 9* (for example, a large-print copy of the test was used), the student's scores were included in school, division, and state averages. If, however, an accommodation that did not maintain standard conditions was provided (such as allowing extra time to complete the test), the student received an individual score report, but his/her test results were not included in school, division, and state averages.

For each student who did not take *Stanford 9*, the school division was required to provide the reason that the student was not tested. Reasons included:

- disability status,
- limited proficiency in English,
- absence at the time of testing,
- refusal to take the test,
- disruptive behavior, or
- a medical emergency.

There may be other reasons why a given student may not have taken the test, but such a case would either be the result of an administrative error on the part of local staff or a case in which prior approval was given by the Department of Education.

How Are Scores Reported?

Included in this report are the Fall 1998 statewide national percentile ranks that allow comparison to the national norm group. The mean (or "average") scaled scores from which the percentile ranks were derived are also included because they can be used to show gain/loss relative to the Spring 1997 administration of *Stanford 9*.

Percentile Ranks

Percentile ranks provide an indication of the relative standing of a student or a group of students in comparison to students in the same grade who took the test at the same time of year. They range from a low of 1 to a high of 99, with 50 denoting average performance, and correspond to the percent of students in the norm group who performed at an equal or lower level on the test. For example, if a school division has a national percentile rank of 55, average performance in the division was equal to or better than 55 percent of the students in the norm group. Because a percentile rank of 50 denotes average performance, the division performed above the average.

Percentile ranks should always be interpreted with reference to the norm group from which they were derived. Since the 1997 *Stanford 9* percentile ranks corresponded to a Spring norm group while 1998 results correspond to a Fall norm group, comparison of percentile ranks between the two years is not statistically valid or meaningful. As a result, percentile ranks cannot be used to reliably determine whether Virginia students gained or lost in terms of real performance from 1997 to 1998.

Scaled Scores

Scaled scores are included in this detail report because unlike percentile ranks, they are not dependent upon comparison to any particular norm group, and therefore facilitate comparison of results regardless of the point of the school year at which the test is administered.

In *Stanford 9*, each subtest and content area total has a single, continuous set of scaled scores, regardless of the subtest's or total's level or form, or whether the test was administered in the Fall or Spring semester. For example, the Reading Vocabulary scale is continuous across all levels of *Stanford 9*, allowing meaningful comparison of results from grade to grade, from one year to the next, and over a succession of years. Additionally, each continuous set of *Stanford 9* scaled scores is composed of approximately equal units, so that a difference of 15 scaled score points indicates approximately the same amount of difference whether it is in the low or high range of the scale.

To illustrate some of these points, the following observations can be made from an interpretation of Table 1.7 below: in both 1997 and 1998, "School Division A" obtained much higher *levels* of achievement in Primary 3 Reading than did "School Division B;" in 1998, Division B obtained a much larger *gain* in achievement than Division A.

Table 1.7—Interpretive Sample of *Stanford 9* Scaled Scores

	Division A			Division B		
	grade 3 Spring '97	grade 4 Fall '98	change	grade 3 Spring '97	grade 4 Fall '98	change
Reading Vocabulary	595.6	598.5	2.9	575.3	583.9	8.6
Reading Comprehension	598.3	600.2	1.9	577.5	585.6	8.1
TOTAL READING	**596.5**	**598.7**	**2.2**	**577.4**	**584.8**	**7.4**

Given that each *Stanford 9* subtest's and total's score scale is continuous across levels and is made up of approximately equal units, following are some examples of other comparisons that can be made for each student, school, school division, and the state, now and after future VSAP test administrations:

- growth (or decline) of achievement in grade 4 relative to grade 6 and/or grade 9;
- growth (or decline) of achievement between the current year's fourth-graders to previous years' fourth-graders (and third-graders in Spring 1997).

After future administrations of VSAP, scaled scores can be used to make comparisons of results obtained in each of those years to each previous year's results, including Spring 1997.

Finally, please note:

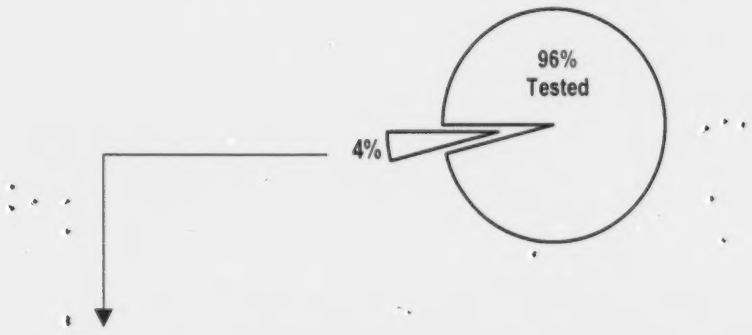
- Though scaled scores will allow comparison within a given subtest or content area total, they are *not* equivalent from one subtest or total to another. Scaled scores cannot, for example, be used to reliably determine whether a student or group of students is stronger in reading than in mathematics.
- The publisher of *Stanford 9*, Harcourt Brace Educational Measurement, has not developed a scaled score range for the Partial (Basic) Battery for Form TA, Abbreviated administered in VSAP. Therefore, scaled score comparisons for VSAP can only be made within subtest and content area totals.

Virginia's 1998 Performance on *Stanford 9* – Grade 4

Students Not Tested

In Fall 1998, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 85,434 fourth-grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

Figure 4.1 – *Stanford 9*, Fall 1998, Grade 4
Reasons Students Not Tested



Percent of Students not Tested = 4%

Of the students not tested in grade 4:

- 65% were not tested due to a disability exemption.
- 28% were not tested due to limited proficiency in English.
- 5% were not tested due to absence.
- 1% were not tested because of medical emergencies.
- 2% were not tested due to other reasons.

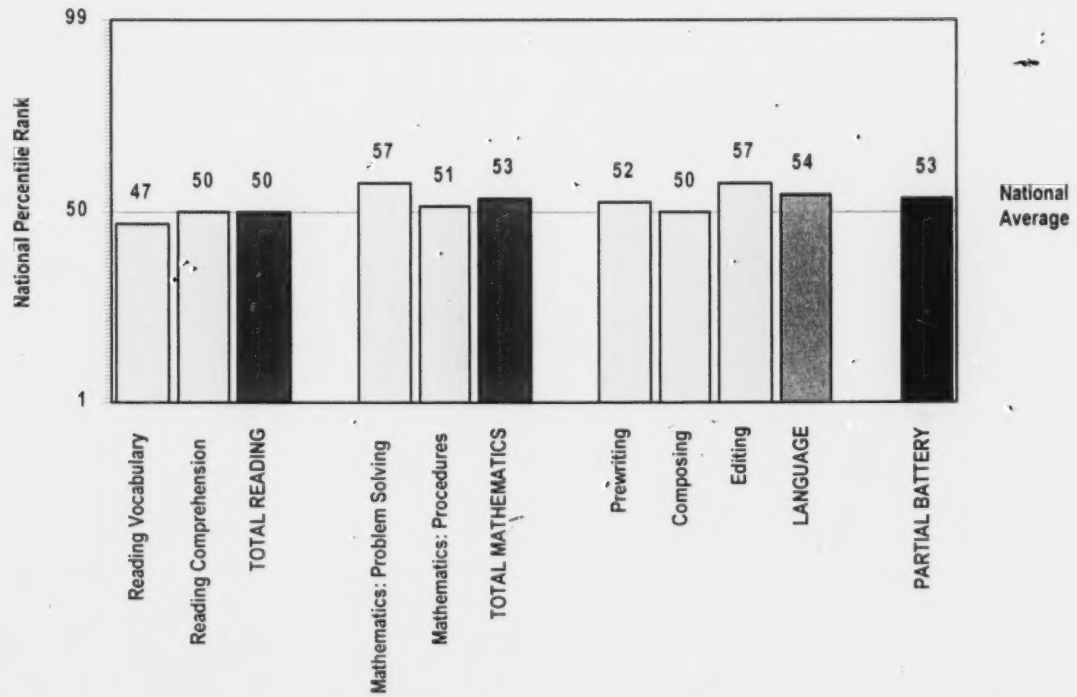
NOTE: Because of rounding, the values above do not add up to exactly 100%.

Grade 4 performance

Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 1998 administration of *Stanford 9* in VSAP. With the exception of the Reading Vocabulary subtest, student performance in the areas of reading, mathematics, and language was consistently at or above the 50th percentile. Additionally, the Partial Battery score, which provides an indication of overall performance on the test, was at the 53rd percentile for Virginia fourth-grade students. This means that the "average" Virginia fourth-grader did as well as or better than 53% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 4.2 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth-graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

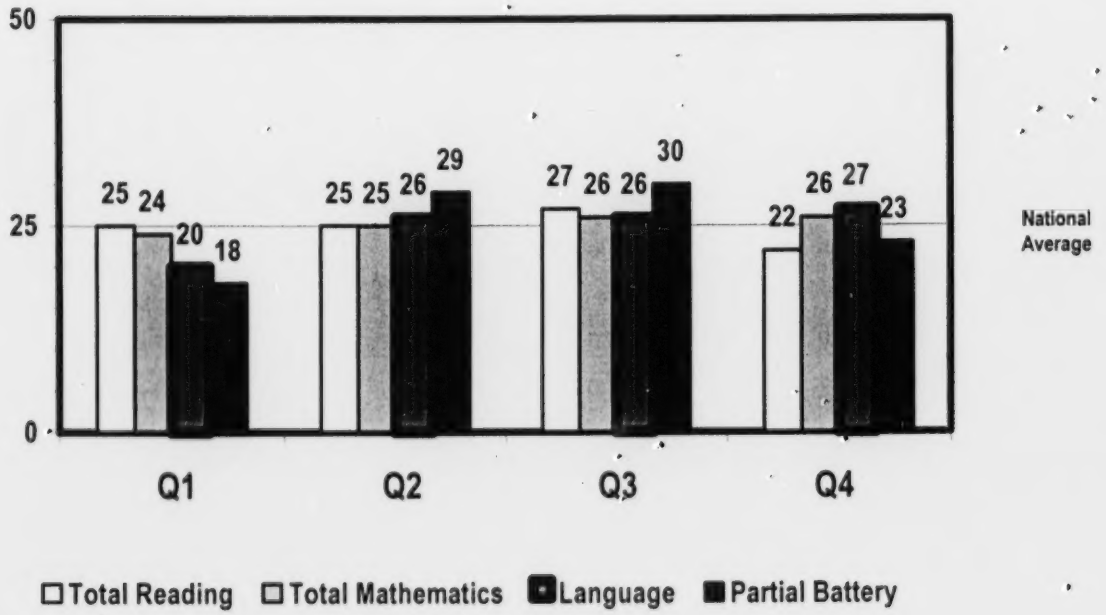
Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percent of Virginia fourth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

1) Pertinent to the Total Reading score, Virginia's fourth-graders were:
   - represented "at level" in the lowest quartile, Q1 (25% compared to the national norm group's 25%); and
   - under-represented in the top quartile, Q4 (22% as opposed to the norm group's 25%).
2) Related to the Total Mathematics score, Virginia's fourth-graders were:
   - under-represented in the lowest quartile (24% as opposed to the norm group's 25%); and
   - over-represented in the top quartile (26% as opposed to 25% of the norm group).
3) Related to the Language score, Virginia's fourth-grade students were:
   - under-represented in the lowest quartile (20% as opposed to the norm group's 25%); and
   - over-represented in the top quartile (27% as opposed to 25% of the norm group).
4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's fourth-graders were:
   - under-represented in the lowest quartile (18% as opposed to the national norm group's 25%); and
   - under-represented in the top quartile (23% as opposed to 25% of the norm group).

Grade 4 performance

Figure 4.3 – *Stanford 9*, Fall 1998, Grade 4
Percent of Virginia Students in Each National Quartile



Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth-grade students.

- **Gender**

  Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Total Mathematics and Mathematics: Problem Solving.

Table 4.4 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	40,995		40,157		41	
Percentage of the Total **	*48.0*		*47.0*		*<1*	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	49	627.3	46	624.2	44	620.1
Reading Comprehension	54	636.0	47	627.4	44	624.1
TOTAL READING	**53**	**632.4**	**47**	**626.1**	**44**	**622.7**
Mathematics: Problem Solving	56	623.6	57	624.8	45	612.2
Mathematics: Procedures	51	592.0	50	590.7	38	576.0
TOTAL MATHEMATICS	**53**	**608.8**	**53**	**609.1**	**40**	**595.6**
Prewriting	54	603.1	50	598.2	49	596.6
Composing	54	609.5	47	600.2	48	602.0
Editing	61	602.6	53	592.8	45	584.3
LANGUAGE	**58**	**604.4**	**50**	**595.4**	**48**	**593.2**
PARTIAL (Basic) BATTERY	**54**	**N/A**	**51**	**N/A**	**44**	**N/A**

NOTES:

* Overall, 85,434 students were tested in grade 4 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Ethnicity**

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. The percentile rank was below the national average (50th percentile) on every subtest and total for Black students and on all but one for Hispanic students. Percentile ranks were at or above the national average in all subtests and totals for White and American Indian students, and all but one for Asian/Pacific Islander.

Table 4.5 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity	American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *	453		2,584		21,561		2,511		50,595		3,478	
Percentage of the Total **	*<1*		*3.0*		*25.2*		*2.9*		*59.2*		*4.0*	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	52	631.8	49	627.8	32	605.2	36	610.5	55	635.0	48	626.1
Reading Comprehension	55	636.8	61	644.0	30	607.2	42	621.9	59	642.0	51	632.4
TOTAL READING	**55**	**634.8**	**57**	**637.2**	**30**	**606.5**	**39**	**617.3**	**59**	**639.0**	**50**	**629.7**
Mathematics: Problem Solving	62	630.5	71	641.7	35	601.1	48	614.4	65	633.6	56	623.6
Mathematics: Procedures	54	594.8	72	619.4	37	574.8	46	585.0	56	597.3	49	589.6
TOTAL MATHEMATICS	**58**	**614.2**	**72**	**630.7**	**34**	**588.9**	**45**	**600.6**	**60**	**616.8**	**52**	**608.0**
Prewriting	55	604.4	60	611.5	39	583.1	47	593.1	57	607.8	52	601.2
Composing	53	608.9	62	619.8	37	587.2	47	600.4	56	611.8	50	604.8
Editing	64	607.0	75	622.1	42	579.9	50	590.0	62	604.4	57	597.5
LANGUAGE	**60**	**606.6**	**70**	**619.6**	**38**	**581.5**	**48**	**592.7**	**60**	**607.1**	**54**	**600.1**
PARTIAL (Basic) BATTERY	**57**	**N/A**	**66**	**N/A**	**35**	**N/A**	**45**	**N/A**	**60**	**N/A**	**53**	**N/A**

NOTES:

* Overall, 85,434 students were tested in grade 4 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Students with Limited English Proficiency**

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.6 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for Students with Limited English Proficiency (LEP)

Number Tested *	**499**	
Percentage of the Total **	***<1***	
	PR	**SS**
Reading Vocabulary	19	585.4
Reading Comprehension	26	601.7
TOTAL READING	**22**	**595.9**
Mathematics: Problem Solving	34	599.8
Mathematics: Procedures	41	579.4
TOTAL MATHEMATICS	**35**	**589.9**
Prewriting	32	572.8
Composing	33	581.6
Editing	40	577.9
LANGUAGE	**34**	**576.4**
PARTIAL (Basic) BATTERY	**32**	**N/A**

NOTES:

* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 85,434 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Students with Disabilities**

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.7 – *Stanford 9*, Fall 1998, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment
SPD = Severe and Profound Disabilities **VI** = Visual Impairment
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI	
Number Tested	48		4		70		18		202		39	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	3	533.4	*	*	25	595.7	28	600.4	48	626.1	16	579.1
Reading Comprehension	6	557.5	*	*	30	607.0	23	597.1	49	629.8	22	595.9
TOTAL READING	**3**	**549.9**	*	*	**26**	**602.4**	**23**	**598.0**	**48**	**627.7**	**16**	**587.3**
Mathematics: Problem Solving	6	550.4	*	*	32	596.7	38	603.8	54	620.8	30	595.3
Mathematics: Procedures	6	515.1	*	*	30	565.0	28	561.3	52	592.5	32	566.8
TOTAL MATHEMATICS	**5**	**536.8**	*	*	**29**	**582.9**	**31**	**585.4**	**52**	**607.2**	**28**	**582.3**
Prewriting	9	525.8	*	*	37	580.5	38	581.4	47	593.8	28	567.3
Composing	13	547.8	*	*	30	577.1	35	584.6	50	604.5	31	578.5
Editing	21	551.2	*	*	41	578.2	28	562.6	57	597.4	47	585.0
LANGUAGE	**11**	**542.8**	*	*	**35**	**577.8**	**30**	**572.4**	**52**	**597.5**	**34**	**575.2**
PARTIAL (Basic) BATTERY	**7**	**N/A**	*	**N/A**	**32**	**N/A**	**29**	**N/A**	**52**	**N/A**	**27**	**N/A**

LD = Learning Disability **OHI** = Other Health Impairment
SED = Serious Emotional Disturbance **PD** = Physical Disability
SLI = Speech or Language Impairment **DB** = Deafness and Blindness

Description	LD		SED		SLI		OHI		PD		DB	
Number Tested	2,054		292		1,109		259		12		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	17	582.3	26	597.5	40	616.2	25	594.7	33	607.4	-	-
Reading Comprehension	17	586.9	23	597.1	43	622.7	22	594.4	35	612.4	-	-
TOTAL READING	**16**	**586.0**	**23**	**597.7**	**41**	**620.2**	**22**	**596.0**	**33**	**610.3**	-	-
Mathematics: Problem Solving	26	589.5	25	587.6	52	619.3	26	590.4	42	608.9	-	-
Mathematics: Procedures	25	558.7	21	551.5	46	586.2	20	550.5	34	567.3	-	-
TOTAL MATHEMATICS	**23**	**575.6**	**21**	**572.2**	**48**	**604.0**	**21**	**572.7**	**36**	**593.0**	-	-
Prewriting	26	563.3	28	567.0	47	593.6	31	572.1	46	593.1	-	-
Composing	26	571.1	24	569.5	46	599.0	26	571.9	26	571.5	-	-
Editing	28	561.5	33	568.3	52	591.7	29	563.6	29	563.3	-	-
LANGUAGE	**23**	**562.8**	**26**	**566.2**	**49**	**593.9**	**27**	**567.7**	**34**	**575.4**	-	-
PARTIAL (Basic) BATTERY	**23**	**N/A**	**26**	**N/A**	**47**	**N/A**	**27**	**N/A**	**35**	**N/A**	-	**N/A**

(Table 4.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

(Table 4.7, continued)

A = Autism
TBI = Traumatic Brain Injury
504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973
DD = Developmentally Delayed

Description	A		TBI		504		DD	
Number Tested	9		6		162		7	
	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	40	616.2	*	*
Reading Comprehension	*	*	*	*	35	613.5	*	*
TOTAL READING	*	*	*	*	**37**	**614.9**	*	*
Mathematics: Problem Solving	*	*	*	*	42	607.8	*	*
Mathematics: Procedures	*	*	*	*	35	571.9	*	*
TOTAL MATHEMATICS	*	*	*	*	**37**	**591.4**	*	*
Prewriting	*	*	*	*	41	585.4	*	*
Composing	*	*	*	*	37	587.9	*	*
Editing	*	*	*	*	48	587.0	*	*
LANGUAGE	*	*	*	*	**41**	**584.8**	*	*
PARTIAL (Basic) BATTERY	*	N/A	*	N/A	41	N/A	*	N/A

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

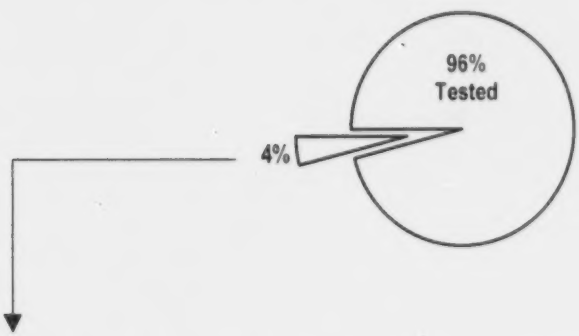
N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Virginia's 1998 Performance on *Stanford 9* – Grade 6

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered in Fall 1998 to 82,588 sixth-grade students in Virginia, or 96% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

Figure 6.1 – *Stanford 9*, Fall 1998, Grade 6
Reasons Students Not Tested



Percent of Students not Tested = 4%

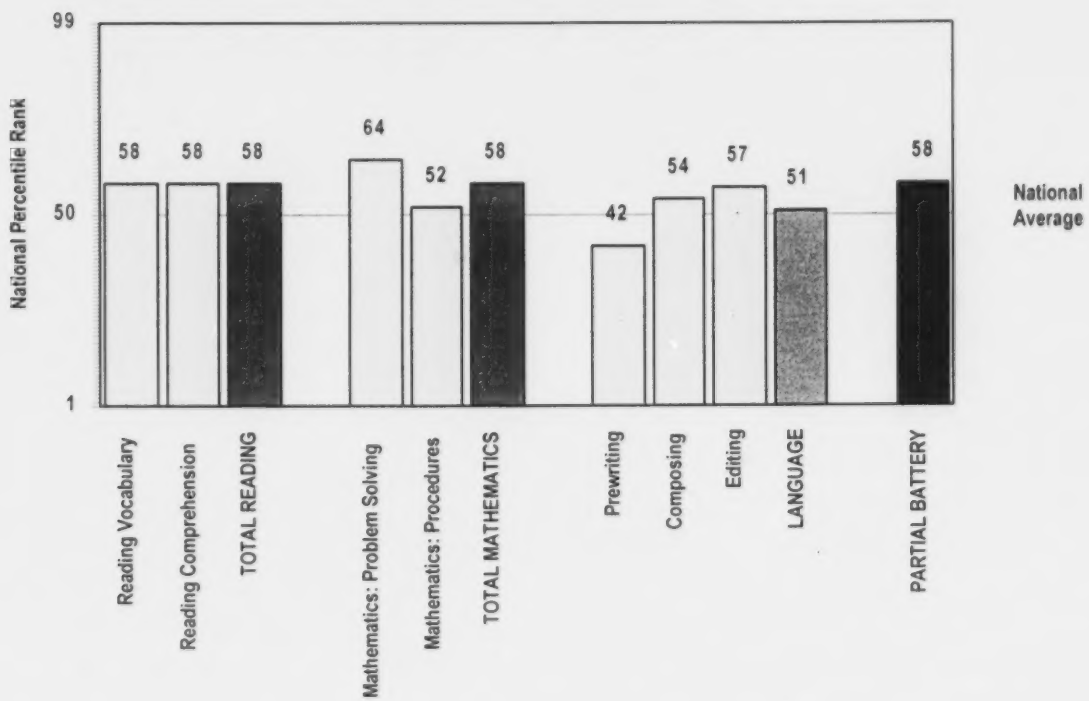
Of the students not tested in grade 6:

- 68% were not tested due to a disability exemption.
- 24% were not tested due to limited proficiency in English.
- 7% were not tested due to absence.
- 1% were not tested due to other reasons.

Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 1998 grade 6 administration of *Stanford 9* in VSAP. Student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 58th percentile for Virginia sixth-grade students. This means that the "average" Virginia sixth-grader did as well as or better than 58% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 1998, Grade 6
Statewide National Percentile Ranks



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth-graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percent of Virginia sixth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

1) Pertinent to the Total Reading score, Virginia's sixth-grade students were:
   - under-represented in the lowest quartile, Q1 (19% as opposed to the national norm group's 25%); and
   - over-represented in the top quartile, Q4 (34% as opposed to the norm group's 25%).
2) Related to the Total Mathematics score, Virginia's sixth-graders were:
   - under-represented in the lowest quartile (21% as opposed to the norm group's 25%); and
   - over-represented in the top quartile (32% as opposed to 25% of the norm group).
3) Related to the Language score, Virginia's sixth-grade students were:
   - under-represented in the lowest quartile (22% as opposed to the norm group's 25%); and
   - under-represented in the top quartile (21% as opposed to 25% of the norm group).
4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's sixth-graders were:
   - under-represented in the lowest quartile (16% as opposed to the national norm group's 25%); and
   - over-represented in the top quartile (29% as opposed to 25% of the norm group).

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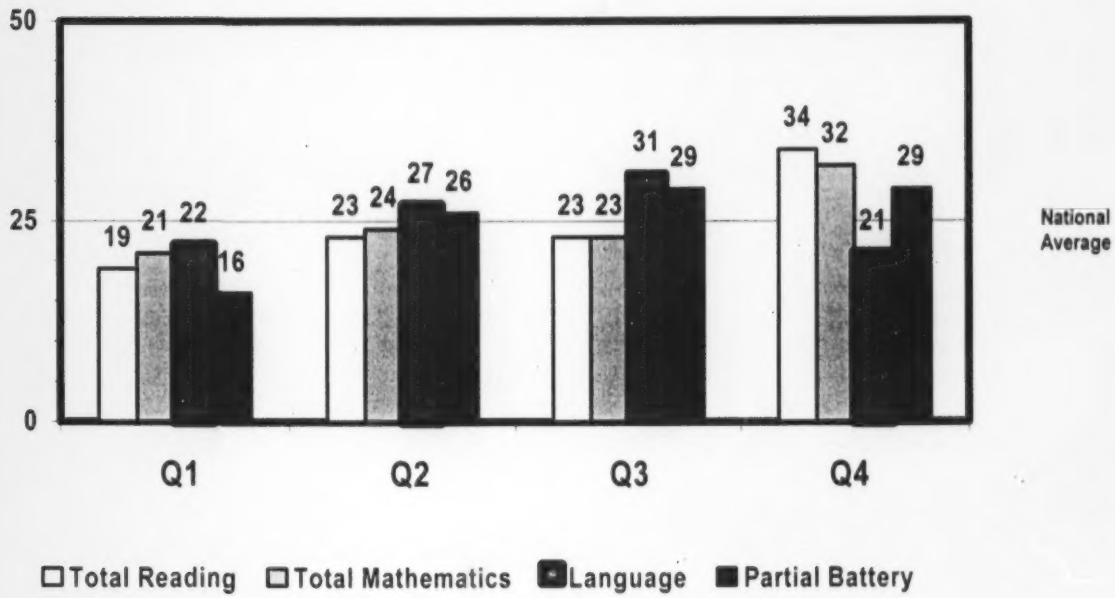
Grade 6 performance

Figure 6.3 – *Stanford 9*, Fall 1998, Grade 6
Percent of Virginia Students in Each National Quartile



Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth-grade answer documents.

- **Gender**

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Sixth-grade females obtained higher average scores than grade 6 males in all areas except Mathematics: Problem Solving.

Table 6.4 – *Stanford 9*, Fall 1998, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	**39,202**		**39,768**		**46**	
Percentage of the Total **	***47.5***		***48.2***		***<1***	
	PR	**SS**	**PR**	**SS**	**PR**	**SS**
Reading Vocabulary	60	676.5	55	670.2	49	663.7
Reading Comprehension	61	669.6	54	662.0	43	651.0
TOTAL READING	**61**	**671.9**	**55**	**665.2**	**49**	**659.2**
Mathematics: Problem Solving	64	662.6	64	662.3	45	642.3
Mathematics: Procedures	54	661.2	49	656.0	40	644.8
TOTAL MATHEMATICS	**59**	**660.8**	**57**	**658.6**	**43**	**644.2**
Prewriting	45	624.8	39	618.0	36	613.2
Composing	58	639.7	49	629.9	56	637.6
Editing	63	639.7	51	626.2	50	625.7
LANGUAGE	**57**	**635.2**	**46**	**624.2**	**42**	**617.6**
PARTIAL (Basic) BATTERY	**60**	**N/A**	**55**	**N/A**	**48**	**N/A**

NOTES:

* Overall, 82,588 students were tested in grade 6 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 82,588 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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- **Ethnicity**

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and in 10 of 11 areas for White students. American Indian/Alaskan Native students scored at or above the national average in seven areas. Virginia's Hispanic students were below the national average (50th percentile) in six of the eleven areas, and the percentile rank for Black students was below the national average (50th percentile) in all areas.

Table 6.5 – *Stanford 9*, Fall 1998, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity	American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested*	605		2,747		20,079		2,557		50,275		2,753	
Percentage of the Total **	*<1*		*3.3*		*24.3*		*3.1*		*60.9*		*3.3*	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	53	668.0	62	678.5	40	653.3	49	664.0	65	681.4	57	672.9
Reading Comprehension	51	659.4	69	678.4	36	642.5	51	659.0	66	674.8	57	665.7
TOTAL READING	**52**	**662.2**	**67**	**677.9**	**36**	**646.9**	**50**	**660.7**	**66**	**676.9**	**58**	**668.3**
Mathematics: Problem Solving	57	655.1	81	683.2	40	637.5	58	655.6	73	671.8	62	659.6
Mathematics: Procedures	44	649.8	73	685.5	34	637.9	46	652.2	58	666.0	50	656.2
TOTAL MATHEMATICS	**50**	**651.9**	**79**	**683.3**	**36**	**637.0**	**52**	**653.0**	**66**	**668.0**	**56**	**657.3**
Prewriting	39	617.6	52	633.4	32	608.9	39	617.8	46	626.1	41	620.2
Composing	47	627.6	61	643.0	41	620.5	48	628.9	59	640.5	52	633.0
Editing	50	624.8	72	650.2	40	614.4	49	623.8	64	640.0	55	630.7
LANGUAGE	**44**	**622.6**	**65**	**643.8**	**35**	**613.3**	**44**	**622.4**	**58**	**636.0**	**49**	**627.7**
PARTIAL (Basic) BATTERY	**51**	**N/A**	**71**	**N/A**	**38**	**N/A**	**51**	**N/A**	**65**	**N/A**	**57**	**N/A**

NOTES:

* **Overall,** 82,588 students were tested in grade 6 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 82,588 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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- **Students with Limited English Proficiency**

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.6 – *Stanford 9*, Fall 1998, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for Students with Limited English Proficiency (LEP)

Number Tested *	**244**	
Percentage of the Total **	***<1***	
	PR	**SS**
Reading Vocabulary	27	638.8
Reading Comprehension	29	634.4
TOTAL READING	**27**	**636.7**
Mathematics: Problem Solving	43	641.9
Mathematics: Procedures	41	646.2
TOTAL MATHEMATICS	**41**	**642.9**
Prewriting	29	603.9
Composing	36	614.5
Editing	34	608.6
LANGUAGE	**30**	**608.1**
PARTIAL (Basic) BATTERY	**38**	**N/A**

NOTES:

* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 82,588 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Students with Disabilities**

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 6.7 – *Stanford 9*, Fall 1998, Grade 6
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment
SPD = Severe and Profound Disabilities **VI** = Visual Impairment
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI	
Number Tested	55		2		73		13		226		51	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	8	605.2	*	*	36	648.7	40	655.5	58	674.4	18	626.7
Reading Comprehension	7	596.4	*	*	30	635.4	36	643.6	62	670.3	17	615.1
TOTAL READING	**7**	**603.2**	*	*	**31**	**641.8**	**37**	**647.4**	**61**	**671.8**	**17**	**622.8**
Mathematics: Problem Solving	6	586.9	*	*	35	633.4	33	628.9	63	660.7	35	634.8
Mathematics: Procedures	7	587.8	*	*	27	628.0	30	633.7	51	657.6	29	631.2
TOTAL MATHEMATICS	**5**	**587.5**	*	*	**30**	**631.0**	**30**	**630.7**	**57**	**658.6**	**30**	**632.8**
Prewriting	7	561.3	*	*	26	601.0	29	604.8	40	619.3	17	584.8
Composing	8	567.5	*	*	33	610.7	35	614.0	51	632.0	25	600.3
Editing	8	562.6	*	*	32	606.1	42	614.8	54	629.6	26	597.5
LANGUAGE	**4**	**561.2**	*	*	**27**	**605.0**	**34**	**612.2**	**49**	**626.7**	**19**	**594.0**
PARTIAL (Basic) BATTERY	**7**	**N/A**	*	**N/A**	**32**	**N/A**	**36**	**N/A**	**58**	**N/A**	**25**	**N/A**

LD = Learning Disability **OHI** = Other Health Impairment
SED = Serious Emotional Disturbance **PD** = Physical Disability
SLI = Speech or Language Impairment **DB** = Deafness and Blindness

Description	LD		SED		SLI		OHI		PD		DB	
Number Tested	3,748		511		540		392		16		2	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	25	636.0	29	641.2	49	663.9	26	637.1	52	665.9	*	*
Reading Comprehension	23	626.7	24	628.5	54	661.3	22	624.9	28	630.1	*	*
TOTAL READING	**23**	**631.7**	**26**	**634.3**	**53**	**663.2**	**23**	**631.1**	**44**	**654.1**	*	*
Mathematics: Problem Solving	29	626.9	26	622.9	62	660.1	23	619.0	26	622.3	*	*
Mathematics: Procedures	21	619.8	17	612.5	51	658.3	15	608.4	19	616.9	*	*
TOTAL MATHEMATICS	**24**	**623.7**	**20**	**618.7**	**57**	**658.0**	**17**	**614.6**	**26**	**625.3**	*	*
Prewriting	21	592.3	20	590.3	39	616.9	19	589.4	33	609.1	*	*
Composing	25	600.6	23	597.8	48	628.1	23	597.1	31	608.1	*	*
Editing	20	589.2	21	591.3	50	624.6	20	589.4	54	630.2	*	*
LANGUAGE	**17**	**592.2**	**17**	**590.8**	**44**	**622.1**	**16**	**590.6**	**30**	**606.5**	*	*
PARTIAL (Basic) BATTERY	**25**	**N/A**	**24**	**N/A**	**54**	**N/A**	**21**	**N/A**	**46**	**N/A**	*	**N/A**

(Table 6.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Grade 6 performance

(Table 6.7, continued)

A = Autism
TBI = Traumatic Brain Injury
504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973
DD = Developmentally Delayed

Description	A		TBI		504		DD	
Number Tested	**16**		**2**		**303**		**0**	
	PR	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**
Reading Vocabulary	39	654.8	*	*	53	668.3	-	-
Reading Comprehension	48	655.4	*	*	46	653.5	-	-
TOTAL READING	**44**	**653.3**	*	*	**49**	**659.1**	-	-
Mathematics: Problem Solving	49	647.7	*	*	55	653.3	-	-
Mathematics: Procedures	51	657.3	*	*	36	640.8	-	-
TOTAL MATHEMATICS	**49**	**650.3**	*	*	**45**	**646.8**	-	-
Prewriting	44	623.3	*	*	34	611.5	-	-
Composing	55	636.8	*	*	45	625.6	-	-
Editing	48	624.1	*	*	44	618.8	-	-
LANGUAGE	**50**	**629.5**	*	*	**39**	**618.0**	-	-
PARTIAL (Basic) BATTERY	**53**	**N/A**	*	**N/A**	**47**	**N/A**	-	**N/A**

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

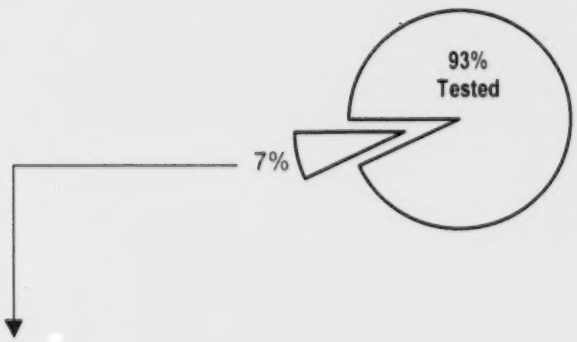
N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Virginia's 1998 Performance on *Stanford 9* – Grade 9

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered to 85,527 grade 9 students in Virginia in Fall 1998: 93% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth-grade students may not have taken the test, but ninth-graders were most likely to have missed the test due to absence. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 1998, Grade 9
Reasons Students Not Tested



Percent of Students not Tested = 7%

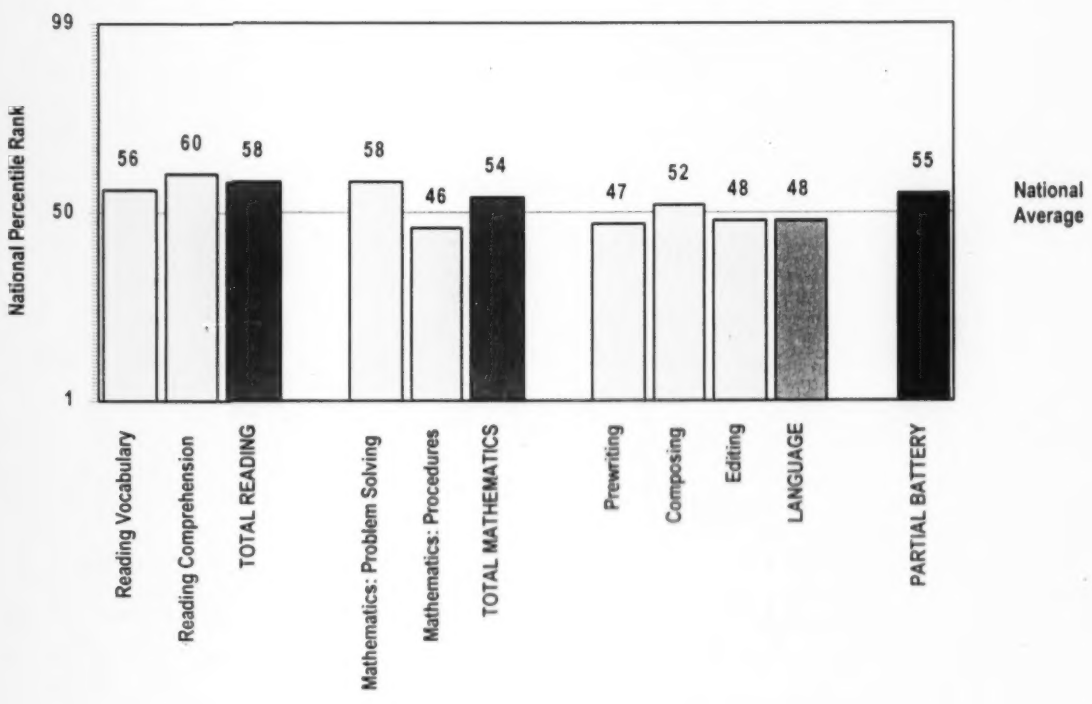
Of the students not tested in grade 9:

- 48% were not tested due to absence.
- 31% were not tested due to a disability exemption.
- 15% were not tested due to limited proficiency in English.
- 2% refused to take the test.
- 1% were not tested due to medical emergencies.
- 3% were not tested due to other reasons.

Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 1998 administration of *Stanford 9* to ninth-graders in VSAP. Student performance on the subtests in the area of reading was consistently above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. Performance in the area of language was the poorest in ninth-grade testing: only the Composing subtest was above the 50th percentile while the Prewriting subtest, Editing subtest, and Language total score were all below the 50th percentile. Despite the poor showing in Language, the ninth-grade Partial Battery score, which provides an indication of overall performance on the test, was at the 55th percentile. This means that the "average" Virginia ninth-grader did as well as or better than 55% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 1998, Grade 9



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth-grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percent of Virginia ninth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

1) Pertinent to the Total Reading score, Virginia's ninth-grade students were:
   - under-represented in the lowest quartile, Q1 (21% as opposed to the national norm group's 25%); and
   - over-represented in the top quartile, Q4 (35% as opposed to the norm group's 25%).

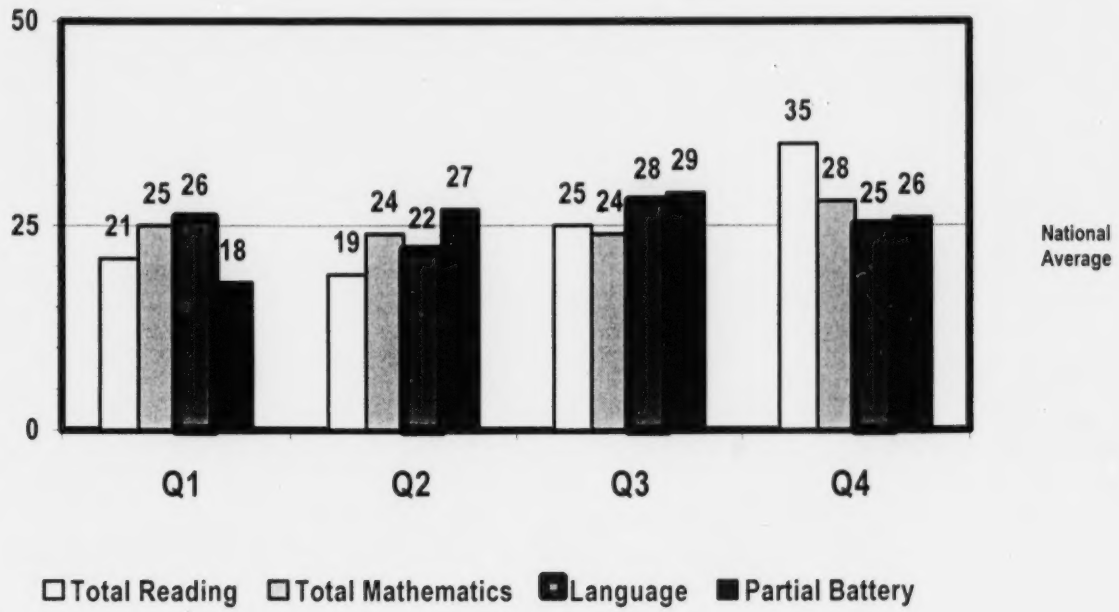
2) Related to the Total Mathematics score, Virginia's ninth-graders were:
   - represented "at level" in the lowest quartile (25% compared to the norm group's 25%); and
   - over-represented in the top quartile (28% as opposed to 25% of the norm group).

3) Related to the Language score, Virginia's ninth-graders were:
   - over-represented in the lowest quartile (26% as opposed to the norm group's 25%); and
   - represented "at level" in the top quartile (25% compared to 25% of the norm group).

4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's ninth-grade students were:
   - under-represented in the lowest quartile (18% as opposed to the national norm group's 25%); and
   - over-represented in the top quartile (26% as opposed to 25% of the norm group).

Grade 9 performance

Figure 9.3 – *Stanford 9*, Fall 1998, Grade 9
Percent of Virginia Students in Each National Quartile



Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth-grade answer documents.

- **Gender**

  Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Ninth-grade females obtained higher average scores than ninth-grade males in all areas except Total Mathematics and Mathematics: Problem Solving.

Table 9.4 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	40,230		41,147		49	
Percentage of the Total **	*47.0*		*48.1*		*<1*	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	57	709.5	55	707.5	30	678.4
Reading Comprehension	66	706.9	54	694.7	35	671.9
TOTAL READING	**62**	**706.3**	**54**	**698.4**	**31**	**674.8**
Mathematics: Problem Solving	58	685.7	59	687.2	37	667.1
Mathematics: Procedures	46	696.7	45	695.7	29	676.4
TOTAL MATHEMATICS	**53**	**689.8**	**54**	**690.5**	**34**	**673.0**
Prewriting	51	660.1	43	649.5	28	631.0
Composing	56	662.4	47	651.2	28	625.1
Editing	53	661.4	42	650.1	23	627.2
LANGUAGE	**54**	**661.2**	**42**	**649.4**	**21**	**626.3**
PARTIAL (Basic) BATTERY	**57**	**N/A**	**52**	**N/A**	**33**	**N/A**

NOTES:

* Overall, 85,527 students were tested in grade 9 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Ethnicity**

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. The percentile rank for Black and Hispanic students was below the national average (50th percentile) on every subtest. Percentile ranks in six areas (Reading Vocabulary, Reading Comprehension, Total Reading, Mathematics: Problem Solving, Total Mathematics, and Partial Battery) were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and White students.

Table 9.5 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity	American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *	530		3,081		20,404		2,758		51,462		3,227	
Percentage of the Total **	*<1*		*3.6*		*23.9*		*3.2*		*60.2*		*3.8*	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	53	704.8	61	715.1	38	688.3	49	700.6	63	716.6	53	705.2
Reading Comprehension	56	696.6	66	706.8	40	679.4	49	689.6	68	709.6	57	697.2
TOTAL READING	**54**	**698.4**	**64**	**708.6**	**38**	**682.2**	**48**	**692.9**	**66**	**710.6**	**55**	**699.1**
Mathematics: Problem Solving	54	682.8	75	705.0	35	663.1	49	677.3	67	695.4	53	681.1
Mathematics: Procedures	42	691.6	68	723.8	29	675.1	38	687.1	52	703.8	41	690.2
TOTAL MATHEMATICS	**50**	**686.6**	**74**	**712.0**	**31**	**668.4**	**45**	**681.6**	**62**	**698.2**	**48**	**685.0**
Prewriting	43	649.7	54	663.9	35	640.1	41	647.0	52	660.6	44	651.1
Composing	46	649.3	60	666.7	36	636.2	43	645.6	58	665.2	48	652.1
Editing	44	652.3	58	666.8	32	638.7	39	646.4	54	662.4	44	652.3
LANGUAGE	**43**	**649.9**	**59**	**666.3**	**31**	**637.0**	**38**	**645.2**	**55**	**662.5**	**44**	**651.0**
PARTIAL (Basic) BATTERY	**52**	**N/A**	**67**	**N/A**	**35**	**N/A**	**46**	**N/A**	**62**	**N/A**	**51**	**N/A**

NOTES:

* Overall, 85,527 students were tested in grade 9 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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- **Students with Limited English Proficiency**

Table 9.6 provides the following data for ninth-grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.6 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for Students with Limited English Proficiency (LEP)

Number Tested*	**205**	
Percentage of the Total **	***<1***	
	PR	**SS**
Reading Vocabulary	26	673.6
Reading Comprehension	26	664.0
TOTAL READING	**24**	**667.7**
Mathematics: Problem Solving	39	668.0
Mathematics: Procedures	37	686.2
TOTAL MATHEMATICS	**39**	**676.0**
Prewriting	20	618.2
Composing	28	624.7
Editing	24	629.2
LANGUAGE	**20**	**623.4**
PARTIAL (Basic) BATTERY	**31**	**N/A**

NOTES:

* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 85,527 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Students with Disabilities**

Table 9.7 provides the following data for ninth-grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.7 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment
SPD = Severe and Profound Disabilities **VI** = Visual Impairment
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI	
Number Tested	119		2		73		6		227		44	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	6	633.9	*	*	26	673.9	*	*	53	704.2	19	662.9
Reading Comprehension	8	632.0	*	*	27	665.4	*	*	59	700.3	24	661.2
TOTAL READING	**6**	**633.4**	*	*	**24**	**667.9**	*	*	**56**	**700.1**	**20**	**661.6**
Mathematics: Problem Solving	9	629.0	*	*	25	653.5	*	*	50	679.0	30	658.3
Mathematics: Procedures	10	644.0	*	*	21	664.8	*	*	41	690.5	28	674.8
TOTAL MATHEMATICS	**8**	**636.2**	*	*	**23**	**658.4**	*	*	**47**	**683.6**	**30**	**666.6**
Prewriting	8	589.4	*	*	23	622.7	*	*	45	651.8	25	625.4
Composing	7	581.9	*	*	24	619.3	*	*	51	655.6	28	625.8
Editing	9	603.9	*	*	22	626.9	*	*	46	654.0	32	639.3
LANGUAGE	**5**	**592.4**	*	*	**18**	**621.7**	*	*	**46**	**652.5**	**25**	**630.5**
PARTIAL (Basic) BATTERY	**8**	**N/A**	*	**N/A**	**23**	**N/A**	*	**N/A**	**51**	**N/A**	**25**	**N/A**

LD = Learning Disability **OHI** = Other Health Impairment
SED = Serious Emotional Disturbance **PD** = Physical Disability
SLI = Speech or Language Impairment **DB** = Deafness and Blindness

Description	LD		SED		SLI		OHI		PD		DB	
Number Tested	3,411		641		184		274		9		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	24	671.1	31	680.2	46	697.9	33	682.2	*	*	*	*
Reading Comprehension	24	660.8	25	662.3	47	686.9	30	668.0	*	*	*	*
TOTAL READING	**22**	**664.6**	**26**	**669.1**	**46**	**690.1**	**29**	**673.2**	*	*	*	*
Mathematics: Problem Solving	26	654.4	23	651.2	57	685.3	30	658.9	*	*	*	*
Mathematics: Procedures	19	661.5	18	659.8	44	694.5	22	666.1	*	*	*	*
TOTAL MATHEMATICS	**22**	**658.3**	**20**	**655.9**	**52**	**688.3**	**26**	**663.2**	*	*	*	*
Prewriting	22	620.8	19	615.7	42	648.1	22	620.2	*	*	*	*
Composing	20	612.5	23	617.2	42	644.3	25	621.2	*	*	*	*
Editing	17	619.8	20	623.5	39	646.9	23	627.2	*	*	*	*
LANGUAGE	**15**	**616.4**	**16**	**617.0**	**38**	**644.8**	**19**	**622.6**	*	*	*	*
PARTIAL (Basic) BATTERY	**22**	**N/A**	**23**	**N/A**	**47**	**N/A**	**29**	**N/A**	*	**N/A**	*	**N/A**

(Table 9.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

(Table 9.7, continued)

A = Autism
TBI = Traumatic Brain Injury
504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973
DD = Developmentally Delayed

Description	A		TBI		504		DD	
Number Tested	7		10		164		1	
	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	55	707.1	*	*
Reading Comprehension	*	*	*	*	53	693.2	*	*
TOTAL READING	*	*	*	*	**53**	**697.0**	*	*
Mathematics: Problem Solving	*	*	*	*	53	680.4	*	*
Mathematics: Procedures	*	*	*	*	40	689.2	*	*
TOTAL MATHEMATICS	*	*	*	*	**48**	**684.1**	*	*
Prewriting	*	*	*	*	41	646.9	*	*
Composing	*	*	*	*	52	656.6	*	*
Editing	*	*	*	*	46	654.0	*	*
LANGUAGE	*	*	*	*	**45**	**651.7**	*	*
PARTIAL (Basic) BATTERY	*	N/A	*	N/A	**50**	**N/A**	*	N/A

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

School Division Performance

Table A

Table A below shows the percent of Virginia's school divisions with national percentile ranks at or above the national average on the Fall 1998 administration of *Stanford 9*. Performance varies from grade to grade and from content area to content area.

Table A: *Stanford 9*, Fall 1998
Percent of School Divisions with National Percentile Ranks At or Above 50

	Grade		
	4	6	9
Total Reading	35.1%	63.4%	69.7%
Total Mathematics	48.1%	57.1%	43.9%
Language	50.7%	40.3%	27.3%
Partial (Basic) Battery	47.4%	63.9%	55.3%

Table B

Table B, which begins on the following page, displays the national percentile rank for each subtest for each school division in Virginia. Also reported in this table are the number and percent (based on *enrollment*) of students in each grade, in each school division, who took one or more of the subtests under standard conditions.

No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
1	ACCOMACK COUNTY	4	425	96%	20	23	20	24	26	27	24	28	28	27	25
		6	390	96%	35	38	35	32	38	29	34	30	40	40	35
		9	374	92%	44	41	48	32	37	27	37	40	40	39	39
2	ALBEMARLE COUNTY	4	952	98%	64	59	63	63	68	56	63	59	57	64	63
		6	1116	98%	69	66	68	69	75	60	58	46	56	65	67
		9	940	91%	64	61	66	63	68	53	55	48	57	55	62
101	ALEXANDRIA CITY	4	808	93%	40	37	42	45	46	46	47	44	45	50	44
		6	680	90%	46	48	45	47	51	43	41	37	44	46	48
		9	636	90%	51	48	54	45	49	40	44	43	47	44	48
99	ALLEGHANY HIGHLANDS	4	224	97%	46	45	48	52	51	55	46	52	44	45	50
		6	228	97%	55	55	55	57	61	53	50	43	51	56	55
		9	243	96%	53	49	58	44	48	40	42	39	47	42	48
4	AMELIA COUNTY	4	127	98%	39	41	38	38	45	34	38	39	39	38	40
		6	125	95%	38	41	37	38	43	35	32	30	38	37	39
		9	155	92%	45	47	47	31	36	27	36	41	42	36	38
5	AMHERST COUNTY	4	389	99%	41	41	41	37	43	35	47	46	46	48	42
		6	338	98%	50	51	49	44	49	40	50	42	51	56	49
		9	389	93%	50	49	53	39	42	37	42	41	51	41	46
6	APPOMATTOX COUNTY	4	180	90%	45	43	45	49	50	50	45	44	45	47	48
		6	159	89%	54	54	54	49	57	42	49	41	53	53	53
		9	195	86%	45	42	50	42	44	38	46	45	45	48	45
7	ARLINGTON COUNTY	4	1262	88%	67	59	67	70	72	67	68	61	64	69	68
		6	1167	91%	72	67	72	77	77	74	62	50	61	67	72
		9	1126	84%	63	59	64	67	71	57	54	51	57	52	63
8	AUGUSTA COUNTY	4	826	98%	47	46	47	44	52	40	50	48	46	54	48
		6	813	99%	57	55	57	54	62	46	50	40	52	56	55
		9	898	98%	58	54	62	53	60	43	50	48	54	50	54
9	BATH COUNTY	4	85	98%	51	49	51	47	53	43	50	51	46	51	50
		6	57	89%	65	61	65	69	70	68	62	50	67	65	66
		9	60	91%	60	57	62	48	50	44	56	54	55	56	55
10	BEDFORD COUNTY	4	811	97%	44	43	45	47	52	43	45	45	44	47	47
		6	809	99%	54	55	52	59	63	54	47	41	50	51	55
		9	799	92%	58	54	62	59	60	56	48	46	52	49	57

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
11	BLAND COUNTY	4	66	100%	47	52	44	38	49	31	52	50	47	53	46
		6	72	97%	53	57	52	47	56	40	50	43	48	57	51
		9	78	98%	57	56	59	53	64	38	52	52	55	50	54
12	BOTETOURT COUNTY	4	347	98%	52	50	53	45	54	38	56	55	52	57	50
		6	377	96%	65	66	64	56	65	47	58	43	59	66	61
		9	391	96%	66	61	69	61	65	53	57	53	60	55	62
102	BRISTOL CITY	4	189	98%	43	44	44	41	45	40	45	45	39	50	43
		6	165	88%	55	57	54	50	59	42	50	41	53	57	53
		9	150	95%	60	57	62	53	59	45	52	54	56	48	55
13	BRUNSWICK COUNTY	4	199	96%	26	27	28	25	27	29	32	30	29	41	29
		6	180	90%	42	40	45	33	37	32	36	34	42	40	39
		9	191	86%	39	35	44	40	43	37	35	37	37	37	39
14	BUCHANAN COUNTY	4	325	98%	35	33	39	36	37	38	43	43	41	47	39
		6	308	97%	42	47	40	37	41	36	37	31	45	43	41
		9	366	97%	47	49	48	35	39	31	36	37	42	38	42
15	BUCKINGHAM COUNTY	4	194	98%	31	32	32	36	37	40	44	41	42	48	38
		6	169	90%	41	44	42	37	43	34	40	37	44	46	41
		9	159	92%	44	41	49	37	40	35	38	41	44	38	42
103	BUENA VISTA CITY	4	85	92%	52	49	53	44	46	47	46	50	41	50	48
		6	66	96%	49	54	48	56	60	52	51	42	55	55	55
		9	98	99%	54	51	56	45	54	32	51	44	54	53	50
16	CAMPBELL COUNTY	4	639	98%	51	49	52	47	52	44	57	54	52	61	51
		6	615	99%	55	55	55	47	55	39	48	41	49	55	51
		9	675	96%	59	58	60	52	57	43	49	48	52	48	54
17	CAROLINE COUNTY	4	297	98%	39	37	42	44	48	42	43	47	43	42	43
		6	257	90%	50	49	49	45	52	39	42	39	46	44	47
		9	353	90%	48	49	49	34	42	26	35	37	43	35	40
18	CARROLL COUNTY	4	299	96%	38	39	36	41	45	41	34	42	39	30	41
		6	304	92%	44	45	45	43	52	35	36	33	45	39	44
		9	248	95%	55	53	58	42	51	31	44	44	49	42	49
19	CHARLES CITY COUNTY	4	68	99%	30	32	33	38	40	39	44	46	34	49	39
		6	75	100%	46	43	47	44	46	44	44	40	46	50	45
		9	87	100%	37	34	42	26	30	22	27	32	31	30	31

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Virginia State Assessment Program, 1998 Detail Report--TABLE B: *Stanford 9*, Fall 1998 Division Results - National Percentile Ranks

No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
20	CHARLOTTE COUNTY	4	165	92%	39	40	40	45	48	44	41	46	41	41	43
		6	162	92%	53	58	50	42	47	39	43	35	44	52	47
		9	161	93%	57	57	58	50	51	48	48	43	52	50	53
104	CHARLOTTESVILLE CITY	4	358	94%	47	45	46	47	47	50	44	46	45	43	47
		6	288	94%	47	49	44	40	46	36	39	33	44	44	44
		9	293	81%	55	50	59	49	53	42	45	44	49	45	52
136	CHESAPEAKE CITY	4	2877	98%	50	50	49	51	56	47	57	51	51	63	53
		6	2838	97%	57	56	57	55	59	51	53	44	55	58	56
		9	2967	96%	59	57	61	56	59	49	50	47	54	50	56
21	CHESTERFIELD COUNTY	4	4119	98%	56	54	56	62	67	58	62	57	59	63	61
		6	4003	99%	64	62	64	70	75	62	62	48	61	69	66
		9	3970	97%	64	61	66	63	69	54	55	52	57	54	61
22	CLARKE COUNTY	4	146	100%	59	54	60	63	66	60	66	58	57	73	62
		6	126	99%	67	65	67	61	67	53	63	47	63	70	64
		9	160	99%	67	62	70	56	59	50	60	58	60	55	60
202	COLONIAL BEACH	4	44	100%	33	30	37	43	46	43	36	37	44	36	39
		6	48	100%	43	40	46	59	60	56	43	37	50	47	50
		9	68	100%	58	54	60	46	54	36	47	49	56	42	50
106	COLONIAL HEIGHTS CTY	4	217	99%	54	50	56	50	56	45	59	58	51	61	54
		6	205	95%	57	58	58	53	58	49	50	41	50	57	55
		9	198	98%	69	66	70	68	72	58	57	54	59	56	65
107	COVINGTON CITY	4	71	99%	50	46	53	40	42	40	53	56	49	55	48
		6	80	100%	39	46	34	25	33	19	39	37	44	43	36
		9	68	100%	49	43	55	36	40	32	38	37	45	39	42
23	CRAIG COUNTY	4	61	98%	58	56	58	55	57	53	59	58	54	62	57
		6	52	98%	60	60	60	51	58	44	54	38	56	63	56
		9	51	96%	64	62	66	47	62	29	51	45	59	48	54
24	CULPEPER COUNTY	4	437	99%	48	45	48	50	56	47	51	52	48	53	50
		6	404	97%	57	59	56	54	60	49	51	43	54	57	56
		9	369	96%	60	58	63	47	55	36	45	42	48	47	52
25	CUMBERLAND COUNTY	4	87	97%	30	29	34	33	38	32	42	41	42	45	35
		6	88	96%	39	43	36	39	43	39	30	34	31	34	40
		9	88	98%	38	37	43	31	33	30	33	35	41	32	35

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Virginia State Assessment Program, 1998 Detail Report–TABLE B: *Stanford 9*, Fall 1998 Division Results - National Percentile Ranks

No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
108	DANVILLE CITY	4	615	97%	33	32	35	36	36	41	41	40	38	46	37
		6	545	98%	34	35	34	36	39	36	31	30	39	34	36
		9	686	96%	44	41	46	41	39	41	35	35	41	36	44
26	DICKENSON COUNTY	4	205	98%	38	38	37	37	41	36	37	42	39	38	40
		6	193	98%	41	44	40	41	44	41	34	32	43	37	42
		9	256	98%	46	44	50	39	46	30	37	39	41	39	41
27	DINWIDDIE COUNTY	4	302	90%	39	41	39	43	43	46	49	47	48	52	43
		6	291	98%	53	57	50	44	53	37	49	39	52	55	50
		9	333	89%	53	50	56	41	46	35	41	42	45	42	46
28	ESSEX COUNTY	4	106	91%	47	46	48	55	54	57	59	54	55	61	53
		6	137	95%	53	51	54	52	55	49	55	43	56	63	53
		9	149	93%	57	54	60	47	52	41	51	50	53	50	52
29	FAIRFAX COUNTY	4	10991	95%	64	58	66	68	71	63	68	61	61	70	66
		6	10715	94%	74	70	74	79	83	70	65	50	63	71	73
		9	10669	91%	72	68	73	74	77	65	63	57	63	61	70
109	FALLS CHURCH CITY	4	114	96%	75	67	76	79	83	72	75	66	66	78	75
		6	115	96%	83	81	81	80	86	67	69	57	68	73	78
		9	121	93%	84	78	86	81	89	63	73	61	76	68	79
30	FAUQUIER COUNTY	4	699	98%	58	54	59	63	68	57	57	56	51	58	60
		6	722	98%	65	64	64	63	69	55	54	44	56	61	63
		9	783	93%	61	58	63	60	67	48	52	51	55	50	59
31	FLOYD COUNTY	4	141	98%	47	45	50	56	56	58	53	49	44	60	53
		6	132	98%	61	59	62	57	64	49	54	40	57	60	58
		9	157	93%	57	53	61	53	58	45	45	45	52	44	53
32	FLUVANNA COUNTY	4	218	98%	46	46	46	56	58	56	51	51	46	55	52
		6	208	99%	58	58	55	64	67	59	51	44	51	56	60
		9	205	96%	57	52	61	45	54	33	48	52	52	46	50
135	FRANKLIN CITY	4	126	99%	30	32	30	37	40	38	34	35	32	38	35
		6	126	99%	43	50	38	43	44	44	47	42	49	53	47
		9	117	99%	52	49	55	37	41	33	38	40	42	38	44
33	FRANKLIN COUNTY	4	527	96%	56	54	57	54	58	52	61	54	55	65	57
		6	495	93%	61	59	61	65	69	61	57	47	55	65	62
		9	513	95%	60	54	64	51	58	42	49	50	52	47	55

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
34	FREDERICK COUNTY	4	850	99%	55	50	57	57	63	50	59	57	54	61	57
		6	803	99%	60	60	58	58	64	52	51	39	54	59	59
		9	789	97%	64	60	66	56	64	44	51	49	53	51	58
110	FREDERICKSBURG CITY	4	184	95%	37	38	37	35	41	33	37	39	35	41	38
		6	162	96%	49	49	50	49	55	45	42	33	41	53	49
		9	170	96%	59	55	60	47	52	39	44	42	49	45	54
111	GALAX CITY	4	88	97%	59	58	59	57	61	53	68	63	58	70	60
		6	86	92%	60	61	59	53	62	43	51	39	54	61	56
		9	89	96%	63	57	69	56	64	43	54	51	60	52	58
35	GILES COUNTY	4	202	96%	40	42	40	32	39	29	37	38	34	44	38
		6	185	96%	54	54	54	51	56	46	44	38	44	50	51
		9	176	97%	51	48	55	50	53	45	45	41	45	50	50
36	GLOUCESTER COUNTY	4	466	96%	50	48	52	51	57	47	50	52	51	48	51
		6	536	96%	50	50	51	52	60	42	44	39	48	49	50
		9	539	96%	59	55	63	44	51	35	47	48	51	46	51
37	GOOCHLAND COUNTY	4	161	98%	48	47	48	48	53	45	50	51	44	53	49
		6	121	99%	56	53	58	50	58	42	52	44	52	58	54
		9	141	98%	52	52	52	36	38	34	42	41	47	43	44
38	GRAYSON COUNTY	4	185	98%	43	41	45	43	50	39	42	43	42	45	44
		6	159	98%	48	50	48	44	53	35	40	34	43	46	45
		9	165	96%	48	43	54	35	41	28	41	40	46	44	42
39	GREENE COUNTY	4	186	94%	50	45	53	53	55	53	52	52	49	54	53
		6	184	97%	48	50	48	47	52	44	39	33	44	47	48
		9	216	95%	44	44	46	35	40	30	29	32	33	33	39
40	GREENSVILLE COUNTY	4	228	97%	28	31	27	26	28	29	33	35	35	36	30
		6	202	99%	37	40	36	32	36	31	32	30	38	35	36
		9	191	98%	41	41	42	30	33	25	33	39	38	32	39
41	HALIFAX COUNTY	4	451	91%	39	37	42	44	48	43	49	47	43	54	44
		6	386	84%	55	57	54	58	63	51	52	44	55	57	56
		9	435	88%	49	47	52	41	43	39	38	40	41	40	44
112	HAMPTON CITY	4	1777	97%	43	42	44	50	50	51	47	49	47	48	47
		6	1846	97%	51	53	49	50	56	44	43	37	49	47	50
		9	1817	94%	51	51	54	50	54	44	47	47	52	45	50

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	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
42	HANOVER COUNTY	4	1188	99%	60	56	61	57	63	51	59	57	54	61	59
		6	1313	99%	69	68	68	65	72	57	60	47	58	67	66
		9	1274	97%	68	65	69	60	67	47	54	52	58	52	61
113	HARRISONBURG CITY	4	253	88%	59	54	60	63	66	61	56	59	49	57	60
		6	263	96%	64	62	64	68	74	60	52	42	52	59	63
		9	259	82%	60	54	64	60	65	52	45	46	49	44	58
43	HENRICO COUNTY	4	3059	95%	59	55	60	65	68	62	63	60	56	66	62
		6	2955	95%	66	66	63	68	73	61	62	49	60	67	67
		9	3098	95%	63	64	62	58	62	50	49	46	52	49	59
44	HENRY COUNTY	4	720	95%	40	40	42	48	50	49	45	46	41	49	45
		6	684	95%	52	52	51	54	58	50	44	38	49	48	52
		9	700	90%	49	45	53	37	45	29	43	46	47	41	43
45	HIGHLAND COUNTY	4	37	100%	48	47	47	33	46	24	51	59	47	48	44
		6	26	96%	49	56	48	33	45	24	37	40	46	34	42
		9	33	97%	69	61	74	50	64	31	59	62	58	55	58
114	HOPEWELL CITY	4	277	100%	34	33	36	36	41	34	40	43	39	42	37
		6	281	99%	38	43	35	40	44	39	31	30	38	35	40
		9	368	89%	45	46	47	47	49	43	36	39	38	38	45
46	ISLE OF WIGHT COUNTY	4	407	100%	40	40	42	43	46	44	43	45	41	46	43
		6	382	98%	52	50	50	44	51	40	40	37	46	43	48
		9	425	97%	51	51	53	44	48	39	43	44	48	41	47
49	KING AND QUEEN COUNTY	4	62	94%	34	41	31	40	40	44	46	50	43	51	40
		6	71	92%	47	50	47	51	58	44	44	41	45	48	49
		9	75	94%	50	40	59	42	51	32	49	51	50	47	47
48	KING GEORGE COUNTY	4	213	97%	49	46	49	50	55	47	52	49	47	57	51
		6	250	99%	52	50	52	49	57	40	39	37	45	40	50
		9	259	100%	59	57	61	54	59	47	49	49	51	47	56
50	KING WILLIAM COUNTY	4	130	96%	42	38	45	54	55	55	42	43	42	43	48
		6	123	90%	46	41	50	53	52	55	38	35	43	42	48
		9	115	82%	48	48	50	39	40	38	41	44	40	43	45
51	LANCASTER COUNTY	4	104	92%	41	42	41	42	48	40	40	46	35	41	43
		6	101	94%	40	41	41	46	49	44	40	32	39	50	43
		9	161	95%	34	35	35	32	39	24	27	29	35	30	33

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	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
52	LEE COUNTY	4	266	90%	47	47	47	48	50	48	54	55	49	55	50
		6	307	97%	44	45	43	40	48	34	36	32	43	41	42
		9	318	95%	43	46	44	29	30	29	31	32	37	35	37
137	LEXINGTON CITY	4	44	100%	74	67	73	70	76	61	74	62	57	82	70
		6	53	100%	78	74	78	76	78	71	70	58	70	71	74
		9	0												
53	LOUDOUN COUNTY	4	2167	99%	65	60	66	67	71	62	67	61	62	69	66
		6	1996	98%	70	65	70	71	78	61	63	50	64	66	68
		9	1820	95%	73	67	76	69	73	59	64	58	65	61	69
54	LOUISA COUNTY	4	298	95%	42	42	42	48	50	48	44	46	39	49	47
		6	310	92%	46	45	49	46	52	40	40	39	49	39	45
		9	360	92%	54	52	56	46	52	38	41	45	47	41	49
55	LUNENBURG COUNTY	4	135	94%	29	30	30	28	35	25	29	36	33	27	31
		6	157	95%	34	39	34	32	39	27	34	32	41	41	35
		9	161	93%	37	36	41	26	32	21	29	36	33	30	33
115	LYNCHBURG CITY	4	661	91%	50	48	50	54	58	51	56	53	47	62	54
		6	654	89%	52	51	51	49	55	44	45	39	50	48	51
		9	632	88%	57	54	58	48	53	41	47	45	51	46	52
56	MADISON COUNTY	4	123	95%	44	42	44	52	50	54	43	42	41	49	48
		6	123	88%	47	44	48	47	55	38	36	28	44	43	46
		9	162	94%	52	53	53	33	40	27	45	49	48	42	44
143	MANASSAS CITY	4	491	98%	53	50	53	53	56	51	56	51	52	58	54
		6	493	97%	65	63	64	66	71	58	57	44	55	67	64
		9	467	97%	59	59	59	63	66	56	50	47	52	50	59
144	MANASSAS PARK CITY	4	169	99%	37	37	36	38	40	40	42	37	39	50	41
		6	134	99%	52	52	52	49	55	44	48	41	54	52	51
		9	136	90%	54	54	54	47	54	37	43	43	49	41	49
116	MARTINSVILLE CITY	4	184	93%	50	46	53	55	54	57	57	54	57	58	55
		6	212	100%	53	53	51	46	52	41	53	39	55	61	51
		9	222	92%	52	49	55	42	50	32	46	47	47	47	49
57	MATHEWS COUNTY	4	85	96%	54	50	57	56	55	60	57	53	54	59	55
		6	98	91%	67	65	66	70	70	69	61	47	59	68	67
		9	106	98%	54	51	59	50	53	44	43	44	45	44	50

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
58	MECKLENBURG COUNTY	4	409	98%	35	37	36	34	37	35	45	44	38	51	39
		6	384	99%	46	51	43	34	40	31	42	35	45	49	42
		9	443	98%	42	41	46	30	37	24	37	38	40	39	37
59	MIDDLESEX COUNTY	4	120	97%	37	37	39	37	41	37	46	50	41	48	40
		6	101	89%	55	57	54	51	61	40	51	42	54	57	53
		9	99	87%	70	68	68	52	57	44	57	54	59	56	60
60	MONTGOMERY COUNTY	4	706	97%	52	50	52	51	56	48	55	53	52	56	53
		6	674	98%	59	58	58	56	66	45	48	38	51	56	57
		9	757	93%	54	50	57	51	59	38	46	45	50	46	51
62	NELSON COUNTY	4	175	99%	49	47	47	48	50	47	46	49	47	46	50
		6	139	99%	61	60	61	60	62	59	54	50	58	57	61
		9	190	99%	57	54	58	51	49	54	42	43	46	42	54
63	NEW KENT COUNTY	4	148	90%	53	52	53	57	58	55	60	54	57	60	56
		6	172	96%	54	54	54	56	65	45	47	40	49	52	55
		9	176	96%	62	57	66	54	60	46	53	48	57	51	57
117	NEWPORT NEWS CITY	4	2487	95%	38	38	38	41	44	41	37	41	39	38	41
		6	2326	94%	48	48	47	52	57	48	40	35	48	44	50
		9	2469	92%	48	47	49	42	45	37	39	40	45	38	45
118	NORFOLK CITY	4	2828	97%	37	39	38	45	45	47	47	47	45	50	44
		6	2481	92%	41	43	41	43	46	42	37	32	44	42	43
		9	2474	85%	41	40	43	34	38	29	31	36	37	32	37
65	NORTHAMPTON COUNTY	4	191	98%	27	30	27	35	35	39	33	33	32	37	34
		6	179	94%	38	41	36	41	45	41	33	30	39	38	41
		9	182	100%	44	44	47	40	42	37	37	42	45	35	42
66	NORTHUMBERLAND CO.	4	101	91%	42	40	45	55	56	55	43	47	40	44	48
		6	103	90%	44	46	46	41	51	34	43	30	45	56	44
		9	159	90%	46	41	52	37	44	30	35	40	43	35	41
119	NORTON CITY	4	53	100%	52	53	51	63	57	72	60	50	57	65	59
		6	58	98%	53	56	52	64	61	68	44	38	48	49	57
		9	67	99%	53	50	54	48	50	44	39	39	41	43	48
67	NOTTOWAY COUNTY	4	185	94%	41	41	43	43	49	40	45	49	45	46	44
		6	145	87%	42	44	41	37	45	30	43	38	51	44	42
		9	197	92%	42	41	47	37	44	31	36	36	39	40	40

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
68	ORANGE COUNTY	4	264	95%	44	43	46	48	51	49	50	45	47	55	49
		6	276	95%	56	53	57	52	57	46	45	39	48	50	53
		9	310	87%	47	45	49	39	42	35	37	37	44	38	42
69	PAGE COUNTY	4	252	94%	48	48	49	55	59	53	55	52	49	60	53
		6	249	94%	49	50	49	47	52	43	44	38	47	50	49
		9	276	89%	55	50	60	46	55	36	48	47	50	50	49
70	PATRICK COUNTY	4	167	90%	49	48	49	48	49	49	55	54	48	59	51
		6	204	95%	55	55	55	50	56	45	49	39	56	53	52
		9	217	87%	59	55	62	48	55	40	51	48	57	49	53
120	PETERSBURG CITY	4	495	94%	20	25	20	30	29	37	28	31	29	32	29
		6	446	95%	33	35	33	30	34	30	37	35	43	41	35
		9	478	89%	33	32	36	33	30	37	29	32	34	31	34
71	PITTSYLVANIA COUNTY	4	664	98%	39	39	40	37	44	33	47	47	46	49	41
		6	694	98%	57	61	54	47	55	40	49	40	54	54	53
		9	814	96%	50	50	52	45	46	43	42	41	46	44	47
142	POQUOSON CITY	4	172	97%	72	65	73	70	78	60	69	64	64	69	70
		6	201	100%	75	71	76	77	81	70	63	51	65	68	73
		9	197	97%	72	69	73	68	72	59	65	59	68	60	68
121	PORTSMOUTH CITY	4	1398	98%	38	40	37	33	36	35	41	44	39	43	39
		6	1294	95%	42	46	41	35	41	31	39	36	44	42	41
		9	1250	91%	40	41	41	30	34	27	34	38	39	34	36
72	POWHATAN COUNTY	4	257	99%	54	52	55	63	67	57	59	57	57	58	59
		6	255	100%	66	65	67	69	78	54	57	49	55	63	65
		9	261	98%	65	61	68	62	68	50	51	48	57	50	61
73	PRINCE EDWARD COUNTY	4	230	96%	37	38	37	47	49	47	44	41	42	49	44
		6	190	91%	52	52	52	51	57	46	46	38	53	50	51
		9	187	87%	59	56	60	46	57	33	43	41	48	43	50
74	PRINCE GEORGE COUNTY	4	434	95%	46	42	50	51	55	48	53	54	52	53	50
		6	439	94%	54	55	53	55	59	50	49	43	52	53	54
		9	417	91%	61	60	62	51	54	45	45	45	51	43	54
75	PRINCE WILLIAM COUNTY	4	3950	98%	49	47	51	50	55	47	53	53	49	54	51
		6	3777	98%	59	57	59	56	63	48	50	42	53	57	57
		9	3859	94%	61	59	61	53	58	44	48	47	52	48	55

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Virginia State Assessment Program, 1998 Detail Report– TABLE B: *Stanford 9*, Fall 1998 Division Results - National Percentile Ranks

No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
77	PULASKI COUNTY	4	378	96%	46	46	45	51	56	48	47	47	47	49	50
		6	365	91%	53	53	53	54	62	46	47	37	52	53	54
		9	378	87%	56	53	60	62	67	53	49	46	54	48	57
122	RADFORD CITY	4	125	98%	64	58	63	59	63	55	65	61	60	66	63
		6	109	99%	72	67	72	70	75	62	68	55	67	70	70
		9	116	95%	69	65	70	76	77	70	62	55	62	60	69
78	RAPPAHANNOCK COUNTY	4	80	93%	56	55	56	64	69	58	55	56	50	56	59
		6	89	95%	69	64	69	60	66	53	54	41	51	65	62
		9	75	94%	60	56	63	53	58	45	43	41	49	46	53
123	RICHMOND CITY	4	2013	92%	29	30	30	35	37	38	41	40	38	47	36
		6	1735	86%	33	37	32	33	37	32	34	32	41	38	36
		9	1679	91%	36	35	38	32	32	33	33	38	39	34	36
79	RICHMOND COUNTY	4	106	100%	42	42	40	40	44	39	46	47	45	46	44
		6	109	98%	51	53	52	57	61	53	47	40	48	55	54
		9	134	94%	43	43	47	51	57	43	33	34	39	36	45
124	ROANOKE CITY	4	992	92%	40	40	41	39	42	40	47	47	44	50	43
		6	891	88%	49	50	48	43	50	37	44	37	48	49	47
		9	886	85%	52	51	54	44	48	38	44	43	47	44	49
80	ROANOKE COUNTY	4	1057	97%	64	59	65	67	71	61	63	62	59	62	65
		6	1073	98%	65	63	66	70	75	61	57	46	58	63	65
		9	1091	97%	68	64	70	65	71	54	56	52	59	54	64
81	ROCKBRIDGE COUNTY	4	205	97%	58	55	59	60	65	56	59	58	52	62	59
		6	231	97%	58	58	57	52	59	45	49	36	54	57	54
		9	332	96%	60	58	61	50	56	41	52	45	55	53	54
82	ROCKINGHAM COUNTY	4	781	97%	52	49	53	53	60	48	56	52	50	61	54
		6	791	96%	57	57	57	61	67	53	51	41	52	57	58
		9	840	96%	53	50	57	52	57	44	44	44	49	44	51
83	RUSSELL COUNTY	4	323	100%	42	39	43	40	46	37	44	45	42	46	44
		6	302	100%	53	57	51	48	53	45	48	41	54	51	52
		9	328	97%	55	52	58	47	52	41	44	42	51	44	50
139	SALEM CITY	4	303	99%	61	57	62	57	63	51	65	61	60	66	60
		6	306	100%	69	69	68	68	73	59	64	52	63	69	67
		9	368	97%	63	63	63	62	64	55	52	49	53	51	60

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
84	SCOTT COUNTY	4	293	97%	41	39	44	48	48	50	44	43	37	52	46
		6	259	98%	56	56	56	57	60	55	49	39	51	57	57
		9	229	89%	61	55	65	53	62	40	47	46	53	45	54
85	SHENANDOAH COUNTY	4	389	99%	47	44	48	54	55	56	50	48	43	57	52
		6	407	98%	48	47	49	49	55	43	45	40	48	50	49
		9	443	95%	62	61	62	55	60	46	47	48	48	47	56
86	SMYTH COUNTY	4	372	97%	46	45	47	51	55	48	52	49	49	55	50
		6	374	97%	58	62	56	54	62	46	52	41	54	58	56
		9	399	95%	52	50	54	50	58	39	47	44	53	46	51
87	SOUTHAMPTON COUNTY	4	221	95%	30	34	29	26	30	27	35	36	37	36	32
		6	198	94%	42	45	41	33	39	30	40	40	47	42	41
		9	271	92%	41	38	46	32	38	26	36	41	39	37	37
88	SPOTSYLVANIA COUNTY	4	1288	96%	52	52	52	50	58	45	57	54	53	58	53
		6	1250	97%	61	61	59	58	66	49	55	45	56	61	59
		9	1415	94%	61	59	63	52	59	42	49	47	54	48	56
89	STAFFORD COUNTY	4	1495	99%	54	51	54	57	61	52	59	56	54	60	56
		6	1464	97%	64	62	63	61	66	54	55	43	55	62	61
		9	1496	99%	62	59	64	56	61	47	53	52	55	52	58
126	STAUNTON CITY	4	236	100%	47	43	48	54	57	52	50	50	45	53	52
		6	190	96%	53	53	51	54	58	50	45	38	46	52	54
		9	229	98%	54	54	55	52	56	46	47	48	51	43	53
127	SUFFOLK CITY	4	890	96%	41	41	41	47	46	51	45	45	44	47	46
		6	744	94%	48	47	49	49	54	45	45	39	50	49	49
		9	924	89%	44	42	48	29	32	26	34	37	40	36	38
90	SURRY COUNTY	4	94	100%	46	43	49	44	51	40	54	53	48	54	47
		6	105	100%	46	48	47	49	53	44	48	44	47	55	49
		9	106	96%	48	47	51	34	47	25	48	48	57	43	41
91	SUSSEX COUNTY	4	133	96%	29	30	29	37	39	38	39	35	39	46	37
		6	109	95%	36	40	34	42	48	36	38	36	45	40	41
		9	107	95%	36	33	39	28	33	24	32	39	39	29	33
92	TAZEWELL COUNTY	4	554	99%	46	44	48	50	52	50	49	50	45	51	49
		6	512	96%	57	60	56	54	59	48	48	39	51	55	54
		9	648	95%	55	50	59	47	51	40	39	39	45	41	50

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
219	VA SCHOOL DEAF BLIND	4	2	100%	*	*	*	*	*	*	*	*	*	*	*
	HAMPTON	6	4	100%	*	*	*	*	*	*	*	*	*	*	*
		9	0												
218	VA SCHOOL DEAF BLIND	4	2	100%	*	*	*	*	*	*	*	*	*	*	*
	STAUNTON	6	9	100%	*	*	*	*	*	*	*	*	*	*	*
		9	11	100%	*	*	*	*	*	*	19	15	22	28	*
128	VIRGINIA BEACH CITY	4	6158	98%	48	47	48	55	57	54	56	52	52	60	53
		6	6133	98%	57	57	57	56	63	48	51	42	53	57	57
		9	6398	96%	60	59	61	56	61	47	48	48	52	47	57
93	WARREN COUNTY	4	376	95%	41	40	42	54	56	52	45	47	39	50	48
		6	378	95%	48	50	48	55	57	54	41	38	42	48	51
		9	348	95%	44	42	47	38	44	31	33	35	38	35	40
94	WASHINGTON COUNTY	4	551	99%	53	48	56	57	65	50	52	52	47	56	55
		6	566	99%	57	55	58	57	65	49	47	40	52	52	56
		9	560	94%	53	49	57	54	58	47	39	37	45	41	50
130	WAYNESBORO CITY	4	240	99%	45	44	46	53	57	49	45	50	42	46	48
		6	236	98%	52	54	52	56	60	51	46	43	49	49	53
		9	243	97%	55	51	58	47	53	40	44	46	49	42	50
207	WEST POINT	4	53	100%	68	62	67	73	76	68	68	61	66	67	69
		6	69	96%	70	70	68	65	74	52	60	50	52	70	67
		9	71	100%	82	78	83	74	82	59	71	63	73	66	75
95	WESTMORELAND COUNTY	4	152	95%	40	36	44	45	49	45	54	47	50	56	46
		6	165	98%	44	49	43	47	55	41	42	34	51	46	46
		9	190	91%	40	38	45	43	43	44	37	44	43	35	42
131	WILLIAMSBURG CITY	4	646	98%	56	52	57	57	59	57	61	57	58	60	58
		6	609	99%	59	57	59	61	67	52	51	41	53	58	58
		9	634	98%	66	63	68	60	64	52	54	51	57	52	61
132	WINCHESTER CITY	4	223	95%	54	49	56	62	64	61	63	55	56	70	60
		6	210	90%	65	65	64	70	73	63	59	48	62	63	65
		9	230	95%	69	63	73	53	74	42	61	61	63	57	68
96	WISE COUNTY	4	555	99%	48	50	46	53	53	55	51	48	44	56	52
		6	505	97%	54	58	52	53	57	49	51	40	52	59	54
		9	618	96%	55	54	57	46	52	39	38	38	44	40	48

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No.	Division	Grade	*Number Tested*	*% Tested*	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
	STATE OF VIRGINIA	4	85434	96%	50	47	50	53	57	51	54	52	50	57	53
		6	82588	96%	58	58	58	58	64	52	51	42	54	57	58
		9	85527	93%	58	56	60	54	58	46	48	47	52	48	55
97	WYTHE COUNTY	4	318	97%	39	40	39	35	44	29	42	47	42	42	40
		6	310	96%	56	57	54	45	55	36	49	38	52	56	51
		9	310	94%	56	52	59	44	54	33	45	42	51	47	49
98	YORK COUNTY	4	870	97%	60	55	61	62	66	57	57	56	52	58	60
		6	895	98%	70	68	69	70	76	60	59	50	59	62	68
		9	1069	97%	64	61	67	59	64	50	53	50	57	51	60

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Statewide Performance

The following pages display statewide results as described below.

Table C

Table C is a consolidation of the statewide gender, ethnicity, and LEP tables presented in the preceding sections of this report. The average national percentile rank and mean scaled score are displayed by grade in each test area for each category of gender and ethnicity and for LEP students.

Table D

Table D consolidates the statewide disability tables presented in the preceding sections of this report. The national percentile rank and mean scaled score are displayed by grade in each test area for students in each disability category.

Table E

For each grade and for each test area, Table E compares Spring 1997 and Fall 1998 mean scaled scores of students in each category of gender and ethnicity and for students with limited proficiency in English.

Table F

For each grade and for each test area, Table F compares Spring 1997 and Fall 1998 mean scaled scores of students in each disability category.

Table C

Virginia State Assessment Program

Fall 1998 *Stanford 9*

Average National Percentile Ranks and Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency

Grade 4

	Gender						Ethnicity												Limited English Proficiency (LEP)	
	Female		Male		Gender not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not Identified			
Number Tested*	40,995		40,157		41		453		2,584		21,561		2,511		50,595		3,478		499	
Percentage of the Total **	*48.0*		*47.0*		*<1*		*<1*		*3.0*		*25.2*		*2.9*		*59.2*		*4.0*		*<1*	
	PR	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**
Reading Vocabulary	49	627.3	46	624.2	44	620.1	52	631.8	49	627.8	32	605.2	36	610.5	55	635.0	48	626.1	19	585.4
Reading Comprehension	54	636.0	47	627.4	44	624.1	55	636.8	61	644.0	30	607.2	42	621.9	59	642.0	51	632.4	26	601.7
TOTAL READING	**53**	**632.4**	**47**	**626.1**	**44**	**622.7**	**55**	**634.8**	**57**	**637.2**	**30**	**606.5**	**39**	**617.3**	**59**	**639.0**	**50**	**629.7**	**22**	**595.9**
Mathematics: Problem Solving	56	623.6	57	624.8	45	612.2	62	630.5	71	641.7	35	601.1	48	614.4	65	633.6	56	623.6	34	599.8
Mathematics: Procedures	51	592.0	50	590.7	38	576.0	54	594.8	72	619.4	37	574.8	46	585.0	56	597.3	49	589.6	41	579.4
TOTAL MATHEMATICS	**53**	**608.8**	**53**	**609.1**	**40**	**595.6**	**58**	**614.2**	**72**	**630.7**	**34**	**588.9**	**45**	**600.6**	**60**	**616.8**	**52**	**608.0**	**35**	**589.9**
Prewriting	54	603.1	50	598.2	49	596.6	55	604.4	60	611.5	39	583.1	47	593.1	57	607.8	52	601.2	32	572.8
Composing	54	609.5	47	600.2	48	602.0	53	608.9	62	619.8	37	587.2	47	600.4	56	611.8	50	604.8	33	581.6
Editing	61	602.6	53	592.8	45	584.3	64	607.0	75	622.1	42	579.9	50	590.0	62	604.4	57	597.5	40	577.9
LANGUAGE	**58**	**604.4**	**50**	**595.4**	**48**	**593.2**	**60**	**606.6**	**70**	**619.6**	**38**	**581.5**	**48**	**592.7**	**60**	**607.1**	**54**	**600.1**	**34**	**576.4**
PARTIAL (Basic) BATTERY	**54**	**N/A**	**51**	**N/A**	**44**	**N/A**	**57**	**N/A**	**66**	**N/A**	**35**	**N/A**	**45**	**N/A**	**60**	**N/A**	**53**	**N/A**	**32**	**N/A**

NOTES:

* A total of 85,434 students were tested in grade 4 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Virginia State Assessment Program
Fall 1998 *Stanford 9*
Average National Percentile Ranks and Mean Scaled Scores
by Gender, Ethnicity, and Limited English Proficiency
Grade 6

	Gender						Ethnicity												Limited English Proficiency (LEP)	
	Female		Male		Gender not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not Identified			
Number Tested *	39,202		39,768		46		605		2,747		20,079		2,557		50,275		2,753		244	
Percentage of the Total **	*47.5*		*48.2*		*<1*		*<1*		*3.3*		*24.3*		*3.1*		*60.9*		*3.3*		*<1*	
	PR	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**
Reading Vocabulary	60	676.5	55	670.2	49	663.7	53	668.0	62	678.5	40	653.3	49	664.0	65	681.4	57	672.9	27	638.8
Reading Comprehension	61	669.6	54	662.0	43	651.0	51	659.4	69	678.4	36	642.5	51	659.0	66	674.8	57	665.7	29	634.4
TOTAL READING	**61**	**671.9**	**55**	**665.2**	**49**	**659.2**	**52**	**662.2**	**67**	**677.9**	**36**	**646.9**	**50**	**660.7**	**66**	**676.9**	**58**	**668.3**	**27**	**636.7**
Mathematics: Problem Solving	64	662.6	64	662.3	45	642.3	57	655.1	81	683.2	40	637.5	58	655.6	73	671.8	62	659.6	43	641.9
Mathematics: Procedures	54	661.2	49	656.0	40	644.8	44	649.8	73	685.5	34	637.9	46	652.2	58	666.0	50	656.2	41	646.2
TOTAL MATHEMATICS	**59**	**660.8**	**57**	**658.6**	**43**	**644.2**	**50**	**651.9**	**79**	**683.3**	**36**	**637.0**	**52**	**653.0**	**66**	**668.0**	**56**	**657.3**	**41**	**642.9**
Prewriting	45	624.8	39	618.0	36	613.2	39	617.6	52	633.4	32	608.9	39	617.8	46	626.1	41	620.2	29	603.9
Composing	58	639.7	49	629.9	56	637.6	47	627.6	61	643.0	41	620.5	48	628.9	59	640.5	52	633.0	36	614.5
Editing	63	639.7	51	626.2	50	625.7	50	624.8	72	650.2	40	614.4	49	623.8	64	640.0	55	630.7	34	608.6
LANGUAGE	**57**	**635.2**	**46**	**624.2**	**42**	**617.6**	**44**	**622.6**	**65**	**643.8**	**35**	**613.3**	**44**	**622.4**	**58**	**636.0**	**49**	**627.7**	**30**	**608.1**
PARTIAL (Basic) BATTERY	**60**	**N/A**	**55**	**N/A**	**48**	**N/A**	**51**	**N/A**	**71**	**N/A**	**38**	**N/A**	**51**	**N/A**	**65**	**N/A**	**57**	**N/A**	**38**	**N/A**

NOTES:

* A total of 82,588 students were tested in grade 6 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 82,588 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Virginia State Assessment Program
Fall 1998 *Stanford 9*
Average National Percentile Ranks and Mean Scaled Scores
by Gender, Ethnicity, and Limited English Proficiency
Grade 9

	Gender						Ethnicity												Limited English Proficiency (LEP)	
	Female		Male		Gender not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not Identified			
Number Tested *	40,230		41,147		49		530		3,081		20,404		2,758		51,462		3,227		205	
Percentage of the Total **	*47.0*		*48.1*		*<1*		*<1*		*3.6*		*23.9*		*3.2*		*60.2*		*3.8*		*<1*	
	PR	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**	**PR**	**SS**
Reading Vocabulary	57	709.5	55	707.5	30	678.4	53	704.8	61	715.1	38	688.3	49	700.6	63	716.6	53	705.2	26	673.6
Reading Comprehension	66	706.9	54	694.7	35	671.9	56	696.6	66	706.8	40	679.4	49	689.6	68	709.6	57	697.2	26	664.0
TOTAL READING	**62**	**706.3**	**54**	**698.4**	**31**	**674.8**	**54**	**698.4**	**64**	**708.6**	**38**	**682.2**	**48**	**692.9**	**66**	**710.6**	**55**	**699.1**	**24**	**667.7**
Mathematics: Problem Solving	58	685.7	59	687.2	37	667.1	54	682.8	75	705.0	35	663.1	49	677.3	67	695.4	53	681.1	39	668.0
Mathematics: Procedures	46	696.7	45	695.7	29	676.4	42	691.6	68	723.8	29	675.1	38	687.1	52	703.8	41	690.2	37	686.2
TOTAL MATHEMATICS	**53**	**689.8**	**54**	**690.5**	**34**	**673.0**	**50**	**686.6**	**74**	**712.0**	**31**	**668.4**	**45**	**681.6**	**62**	**698.2**	**48**	**685.0**	**39**	**676.0**
Prewriting	51	660.1	43	649.5	28	631.0	43	649.7	54	663.9	35	640.1	41	647.0	52	660.6	44	651.1	20	618.2
Composing	56	662.4	47	651.2	28	625.1	46	649.3	60	666.7	36	636.2	43	645.6	58	665.2	48	652.1	28	624.7
Editing	53	661.4	42	650.1	23	627.2	44	652.3	58	666.8	32	638.7	39	646.4	54	662.4	44	652.3	24	629.2
LANGUAGE	**54**	**661.2**	**42**	**649.4**	**21**	**626.3**	**43**	**649.9**	**59**	**666.3**	**31**	**637.0**	**38**	**645.2**	**55**	**662.5**	**44**	**651.0**	**20**	**623.4**
PARTIAL (Basic) BATTERY	**57**	**N/A**	**52**	**N/A**	**33**	**N/A**	**52**	**N/A**	**67**	**N/A**	**35**	**N/A**	**46**	**N/A**	**62**	**N/A**	**51**	**N/A**	**31**	**N/A**

NOTES:

* A total of 85,527 students were tested in grade 9 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Table D

Virginia State Assessment Program

Fall 1998 *Stanford 9*

Average National Percentile Ranks and Mean Scaled Scores by Disability

Grade 4

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
SPD = Severe and Profound Disabilities **VI** = Visual Impairment **SED** = Serious Emotional Disturbance
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	48		4		70		18		202		39		2,054		292	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	3	533.4	*	*	25	595.7	28	300.4	48	626.1	16	579.1	17	582.3	26	597.5
Reading Comprehension	6	557.5	*	*	30	607.0	23	597.1	49	629.8	22	595.9	17	586.9	23	597.1
TOTAL READING	**3**	**549.9**	*	*	**26**	**602.4**	**23**	**598.0**	**48**	**627.7**	**16**	**587.3**	**16**	**586.0**	**23**	**597.7**
Mathematics: Problem Solving	6	550.4	*	*	32	596.7	38	603.8	54	620.8	30	595.3	26	589.5	25	587.6
Mathematics: Procedures	6	515.1	*	*	30	565.0	28	561.3	52	592.5	32	566.8	25	558.7	21	551.5
TOTAL MATHEMATICS	**5**	**536.8**	*	*	**29**	**582.9**	**31**	**585.4**	**52**	**607.2**	**28**	**582.3**	**23**	**575.6**	**21**	**572.2**
Prewriting	9	525.8	*	*	37	580.5	38	581.4	47	593.8	28	567.3	26	563.3	28	567.0
Composing	13	547.8	*	*	30	577.1	35	584.6	50	604.5	31	578.5	26	571.1	24	569.5
Editing	21	551.2	*	*	41	578.2	28	562.6	57	597.4	47	585.0	28	561.5	33	568.3
LANGUAGE	**11**	**542.8**	*	*	**35**	**577.8**	**30**	**572.4**	**52**	**597.5**	**34**	**575.2**	**23**	**562.8**	**26**	**566.2**
PARTIAL (Basic) BATTERY	**7**	**N/A**	*	**N/A**	**32**	**N/A**	**29**	**N/A**	**52**	**N/A**	**27**	**N/A**	**23**	**N/A**	**26**	**N/A**

SLI = Speech or Language Impairment **A** = Autism **504** = otherwise qualified handicap
OHI = Other Health Impairment **TBI** = Traumatic Brain Injury under Section 504 of the
PD = Physical Disability **DD** = Developmentally Delayed Rehabilitation Act of 1973
DB = Deafness and Blindness

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	1,109		259		12		0		9		6		162		7	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	40	616.2	25	594.7	33	607.4	-	-	*	*	*	*	40	616.2	*	*
Reading Comprehension	43	622.7	22	594.4	35	612.4	-	-	*	*	*	*	35	613.5	*	*
TOTAL READING	**41**	**620.2**	**22**	**596.0**	**33**	**610.3**	-	-	*	*	*	*	**37**	**614.9**	*	*
Mathematics: Problem Solving	52	619.3	26	590.4	42	608.9	-	-	*	*	*	*	42	607.8	*	*
Mathematics: Procedures	46	586.2	20	550.5	34	567.3	-	-	*	*	*	*	35	571.9	*	*
TOTAL MATHEMATICS	**48**	**604.0**	**21**	**572.7**	**36**	**593.0**	-	-	*	*	*	*	**37**	**591.4**	*	*
Prewriting	47	593.6	31	572.1	46	593.1	-	-	*	*	*	*	41	585.4	*	*
Composing	46	599.0	26	571.9	26	571.5	-	-	*	*	*	*	37	587.9	*	*
Editing	52	591.7	29	563.6	29	563.3	-	-	*	*	*	*	48	587.0	*	*
LANGUAGE	**49**	**593.9**	**27**	**567.7**	**34**	**575.4**	-	-	*	*	*	*	**41**	**584.8**	*	*
PARTIAL (Basic) BATTERY	**47**	**N/A**	**27**	**N/A**	**35**	**N/A**	-	**N/A**	*	**N/A**	*	**N/A**	**41**	**N/A**	*	**N/A**

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Virginia State Assessment Program
Fall 1998 *Stanford 9*
Average National Percentile Ranks and Mean Scaled Scores
by Disability
Grade 6

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
SPD = Severe and Profound Disabilities **VI** = Visual Impairment **SED** = Serious Emotional Disturbance
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	55		2		73		13		226		51		3,748		511	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	8	605.2	*	*	36	648.7	40	655.5	58	674.4	18	626.7	25	636.0	29	641.2
Reading Comprehension	7	596.4	*	*	30	635.4	36	643.6	62	670.3	17	615.1	23	626.7	24	628.5
TOTAL READING	**7**	**603.2**	*	*	**31**	**641.8**	**37**	**647.4**	**61**	**671.8**	**17**	**622.8**	**23**	**631.7**	**26**	**634.3**
Mathematics: Problem Solving	6	586.9	*	*	35	633.4	33	628.9	63	660.7	35	634.8	29	626.9	26	622.9
Mathematics: Procedures	7	587.8	*	*	27	628.0	30	633.7	51	657.6	29	631.2	21	619.8	17	612.5
TOTAL MATHEMATICS	**5**	**587.5**	*	*	**30**	**631.0**	**30**	**630.7**	**57**	**658.6**	**30**	**632.8**	**24**	**623.7**	**20**	**618.7**
Prewriting	7	561.3	*	*	26	601.0	29	604.8	40	619.3	17	584.8	21	592.3	20	590.3
Composing	8	567.5	*	*	33	610.7	35	614.0	51	632.0	25	600.3	25	600.6	23	597.8
Editing	8	562.6	*	*	32	606.1	42	614.8	54	629.6	26	597.5	20	589.2	21	591.3
LANGUAGE	**4**	**561.2**	*	*	**27**	**605.0**	**34**	**612.2**	**49**	**626.7**	**19**	**594.0**	**17**	**592.2**	**17**	**590.8**
PARTIAL (Basic) BATTERY	**7**	**N/A**	*	**N/A**	**32**	**N/A**	**36**	**N/A**	**58**	**N/A**	**25**	**N/A**	**25**	**N/A**	**24**	**N/A**

SLI = Speech or Language Impairment **A** = Autism **504** = otherwise qualified handicap
OHI = Other Health Impairment **TBI** = Traumatic Brain Injury under Section 504 of the
PD = Physical Disability **DD** = Developmentally Delayed Rehabilitation Act of 1973
DB = Deafness and Blindness

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	540		392		16		2		16		2		303		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	49	663.9	26	637.1	52	665.9	*	*	39	654.8	*	*	53	668.3	-	-
Reading Comprehension	54	661.3	22	624.9	28	630.1	*	*	48	655.4	*	*	46	653.5	-	-
TOTAL READING	**53**	**663.2**	**23**	**631.1**	**44**	**654.1**	*	*	**44**	**653.3**	*	*	**49**	**659.1**	-	-
Mathematics: Problem Solving	62	660.1	23	619.0	26	622.3	*	*	49	647.7	*	*	55	653.3	-	-
Mathematics: Procedures	51	658.3	15	608.4	19	616.9	*	*	51	657.3	*	*	36	640.8	-	-
TOTAL MATHEMATICS	**57**	**658.0**	**17**	**614.6**	**26**	**625.3**	*	*	**49**	**650.3**	*	*	**45**	**646.8**	-	-
Prewriting	39	616.9	19	589.4	33	609.1	*	*	44	623.3	*	*	34	611.5	-	-
Composing	48	628.1	23	597.1	31	608.1	*	*	55	636.8	*	*	45	625.6	-	-
Editing	50	624.6	20	589.4	54	630.2	*	*	48	624.1	*	*	44	618.8	-	-
LANGUAGE	**44**	**622.1**	**16**	**590.6**	**30**	**606.5**	*	*	**50**	**629.5**	*	*	**39**	**618.0**	-	-
PARTIAL (Basic) BATTERY	**54**	**N/A**	**21**	**N/A**	**46**	**N/A**	*	**N/A**	**53**	**N/A**	*	**N/A**	**47**	**N/A**	-	**N/A**

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fe students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Table D, continued

Virginia State Assessment Program
Fall 1998 *Stanford 9*
Average National Percentile Ranks and Mean Scaled Scores
by Disability
Grade 9

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
SPD = Severe and Profound Disabilities **VI** = Visual Impairment **SED** = Serious Emotional Disturbance
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	119		2		73		6		227		44		3,411		641	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	6	633.9	*	*	26	673.9	*	*	53	704.2	19	662.9	24	671.1	31	680.2
Reading Comprehension	8	632.0	*	*	27	665.4	*	*	59	700.3	24	661.2	24	660.8	25	662.3
TOTAL READING	**6**	**633.4**	*	*	**24**	**667.9**	*	*	**56**	**700.1**	**20**	**661.6**	**22**	**664.6**	**26**	**669.1**
Mathematics: Problem Solving	9	629.0	*	*	25	653.5	*	*	50	679.0	30	658.3	26	654.4	23	651.2
Mathematics: Procedures	10	644.0	*	*	21	664.8	*	*	41	690.5	28	674.8	19	661.5	18	659.8
TOTAL MATHEMATICS	**8**	**636.2**	*	*	**23**	**658.4**	*	*	**47**	**683.6**	**30**	**665.6**	**22**	**658.3**	**20**	**655.9**
Prewriting	8	589.4	*	*	23	622.7	*	*	45	651.8	25	625.4	22	620.8	19	615.7
Composing	7	581.9	*	*	24	619.3	*	*	51	655.6	28	625.8	20	612.5	23	617.2
Editing	9	603.9	*	*	22	626.9	*	*	46	654.0	32	639.3	17	619.8	20	623.5
LANGUAGE	**5**	**592.4**	*	*	**18**	**621.7**	*	*	**46**	**652.5**	**25**	**630.5**	**15**	**616.4**	**16**	**617.0**
PARTIAL (Basic) BATTERY	**8**	**N/A**	*	**N/A**	**23**	**N/A**	*	**N/A**	**51**	**N/A**	**25**	**N/A**	**22**	**N/A**	**23**	**N/A**

SLI = Speech or Language Impairment **A** = Autism **504** = otherwise qualified handicap
OHI = Other Health Impairment **TBI** = Traumatic Brain Injury under Section 504 of the
PD = Physical Disability **DD** = Developmentally Delayed Rehabilitation Act of 1973
DB = Deafness and Blindness

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	184		274		9		1		7		10		164		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	46	697.9	33	682.2	*	*	*	*	*	*	*	*	55	707.1	*	*
Reading Comprehension	47	686.9	30	668.0	*	*	*	*	*	*	*	*	53	693.2	*	*
TOTAL READING	**46**	**690.1**	**29**	**673.2**	*	*	*	*	*	*	*	*	**53**	**697.0**	*	*
Mathematics: Problem Solving	57	685.3	30	658.9	*	*	*	*	*	*	*	*	53	680.4	*	*
Mathematics: Procedures	44	694.5	22	666.1	*	*	*	*	*	*	*	*	40	689.2	*	*
TOTAL MATHEMATICS	**52**	**688.3**	**26**	**663.2**	*	*	*	*	*	*	*	*	**48**	**684.1**	*	*
Prewriting	42	648.1	22	620.2	*	*	*	*	*	*	*	*	41	646.9	*	*
Composing	42	644.3	25	621.2	*	*	*	*	*	*	*	*	52	656.6	*	*
Editing	39	646.9	23	627.2	*	*	*	*	*	*	*	*	46	654.0	*	*
LANGUAGE	**38**	**644.8**	**19**	**622.6**	*	*	*	*	*	*	*	*	**45**	**651.7**	*	*
PARTIAL (Basic) BATTERY	**47**	**N/A**	**29**	**N/A**	*	**N/A**	*	**N/A**	*	**N/A**	*	**N/A**	**50**	**N/A**	*	**N/A**

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fe students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

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Table E

Virginia State Assessment Program

Comparison of Spring 1997–Fall 1998 *Stanford 9*

Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency

Grade 4

	Mean Scaled Score Comparisons, Spring 1997 and Fall 1998																																	
	Gender									Ethnicity																					Limited English Proficiency (LEP)		
	Female			Male			Gender not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity not Identified								
Number Tested *	40,995			40,157			41			453			2,584			21,561			2,511			50,595			3,478			499					
Percentage of the Total **	*48.0*			*47.0*			*<1*			*<1*			*3.0*			*25.2*			*2.9*			*59.2*			*4.0*			*<1*					
	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.			
Reading Vocabulary	622.1	627.3	5.2	618.3	624.2	5.9	***	620.1	N/A	624.6	631.8	7.2	623.2	627.8	4.6	598.4	605.2	6.8	605.6	610.5	4.9	629.5	635.0	5.5	618.4	626.1	7.7	584.9	585.4	0.5			
Reading Comprehension	628.9	636.0	7.1	620.3	627.4	7.1	***	624.1	N/A	631.9	636.8	4.9	636.1	644.0	7.9	601.0	607.2	6.2	616.3	621.9	5.6	634.0	642.0	8.0	626.1	632.4	6.3	596.7	601.7	5.0			
TOTAL READING	**626.2**	**632.4**	**6.2**	**619.7**	**626.1**	**6.4**	***	**622.7**	**N/A**	**629.0**	**634.8**	**5.8**	**630.6**	**637.2**	**6.6**	**600.2**	**606.5**	**6.3**	**612.6**	**617.3**	**4.7**	**632.1**	**639.0**	**6.9**	**623.3**	**629.7**	**6.4**	**592.4**	**595.9**	**3.5**			
Mathematics: Problem Solving	615.0	623.6	8.6	616.4	624.8	8.4	***	612.2	N/A	622.7	630.5	7.8	633.4	641.7	8.3	592.3	601.1	8.8	607.3	614.4	7.1	624.8	633.6	8.8	613.8	623.6	9.8	595.6	599.8	4.2			
Mathematics: Procedures	592.2	592.0	-0.2	591.9	590.7	-1.2	***	576.0	N/A	599.4	594.8	-4.6	615.9	619.4	3.5	572.9	574.8	1.9	585.6	585.0	-0.6	599.0	597.3	-1.7	591.3	589.6	-1.7	582.1	579.4	-2.7			
TOTAL MATHEMATICS	**604.0**	**608.8**	**4.8**	**604.8**	**609.1**	**4.3**	***	**595.6**	**N/A**	**611.4**	**614.2**	**2.8**	**624.5**	**630.7**	**6.2**	**583.1**	**588.9**	**5.8**	**596.8**	**600.6**	**3.8**	**612.5**	**616.8**	**4.3**	**602.9**	**608.0**	**5.1**	**588.6**	**589.9**	**1.3**			
Prewriting	596.0	603.1	7.1	590.9	598.2	7.3	***	596.6	N/A	600.2	604.4	4.2	604.3	611.5	7.2	575.8	583.1	7.3	585.2	593.1	7.9	600.5	607.8	7.3	589.1	601.2	12.1	567.0	572.8	5.8			
Composing	601.7	609.5	7.8	592.7	600.2	7.5	***	602.0	N/A	604.1	608.9	4.8	609.3	619.8	10.5	579.8	587.2	7.4	591.8	600.4	8.6	603.8	611.8	8.0	595.6	604.8	9.2	579.2	581.6	2.4			
Editing	**597.4**	**602.8**	**5.2**	**587.1**	**592.8**	**5.7**	***	**584.3**	**N/A**	**599.0**	**607.0**	**8.0**	**613.5**	**622.1**	**8.6**	**576.2**	**579.9**	**3.7**	**585.3**	**590.0**	**4.7**	**598.0**	**604.4**	**6.4**	**591.9**	**597.5**	**5.6**	**582.3**	**577.9**	**-4.4**			
LANGUAGE	**597.5**	**604.4**	**6.9**	**588.4**	**595.4**	**7.0**	***	**593.2**	**N/A**	**600.5**	**606.6**	**6.1**	**609.7**	**619.6**	**9.9**	**575.4**	**581.5**	**6.1**	**585.6**	**592.7**	**7.1**	**599.6**	**607.1**	**7.5**	**591.0**	**600.1**	**9.1**	**575.2**	**576.4**	**1.2**			

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* A total of 85,434 students were tested in grade 4 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,434 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

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Virginia State Assessment Program
Comparison of Spring 1997–Fall 1998 *Stanford 9*
Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency
Grade 6

	Mean Scaled Score Comparisons, Spring 1997 and Fall 1998																																			
	Gender									Ethnicity																							Limited English Proficiency (LEP)		
	Female			Male			Gender not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity not Identified											
Number Tested *	39,202			39,768			46			605			2,747			20,079			2,557			50,275			2,753											
Percentage of the Total **	*47.5*			*48.2*			*<1*			*<1*			*3.3*			*24.3*			*3.1*			*60.9*			*3.3*											
	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.
Reading Vocabulary	674.0	676.5	2.5	669.3	670.2	0.9	***	663.7	N/A	670.3	668.0	-2.3	678.8	678.5	-0.3	651.8	653.3	1.5	663.2	664.0	0.8	679.1	681.4	2.3	668.7	672.9	4.2	645.3	638.8	-6.5						
Reading Comprehension	666.7	669.6	2.9	661.7	662.0	0.3	***	651.0	N/A	664.3	659.4	-4.9	674.8	678.4	3.6	641.6	642.5	0.9	655.7	659.0	3.3	672.7	674.8	2.1	661.3	665.7	4.4	635.8	634.4	-1.4						
TOTAL READING	**669.1**	**671.9**	**2.8**	**664.4**	**665.2**	**0.8**	***	**659.2**	**N/A**	**666.1**	**662.2**	**-3.9**	**675.7**	**677.9**	**2.2**	**645.6**	**646.9**	**1.3**	**658.3**	**660.7**	**2.4**	**674.6**	**676.9**	**2.3**	**663.5**	**668.3**	**4.8**	**640.2**	**636.7**	**-3.5**						
Mathematics: Problem Solving	657.6	662.6	5.0	660.2	662.3	2.1	***	642.3	N/A	662.9	655.1	-7.8	680.0	683.2	3.2	634.9	637.5	2.6	652.5	655.6	3.1	667.2	671.8	4.6	654.5	659.6	5.1	646.0	641.9	-4.1						
Mathematics: Procedures	660.9	661.2	0.3	658.6	656.0	-2.6	***	644.8	N/A	659.7	649.8	-9.9	683.5	685.5	2.0	639.3	637.9	-1.4	653.0	652.2	-0.8	666.7	666.0	-0.7	653.8	656.2	2.4	655.3	646.2	-9.1						
TOTAL MATHEMATICS	**657.8**	**660.8**	**3.0**	**658.4**	**658.6**	**0.2**	***	**644.2**	**N/A**	**660.7**	**651.9**	**-8.8**	**680.4**	**683.3**	**2.9**	**636.0**	**637.0**	**1.0**	**651.6**	**653.0**	**1.4**	**665.7**	**668.0**	**2.3**	**653.2**	**657.3**	**4.1**	**648.7**	**642.9**	**-5.8**						
Prewriting	625.6	624.8	-0.8	619.9	618.0	-1.9	***	613.2	N/A	620.9	617.6	-3.3	633.7	633.4	-0.3	611.1	608.9	-2.2	618.6	617.8	-0.8	626.9	626.1	-0.8	619.9	620.2	0.3	609.6	603.9	-5.7						
Composing	636.8	639.7	2.9	628.6	629.9	1.3	***	637.6	N/A	632.6	627.6	-5.0	640.4	643.0	2.6	619.0	620.5	1.5	626.1	628.9	2.8	637.9	640.5	2.6	630.4	633.0	2.6	617.8	614.5	-3.3						
Editing	638.8	639.7	0.9	627.4	626.2	-1.2	***	625.7	N/A	634.3	624.8	-9.5	648.7	650.2	1.5	616.0	614.4	-1.6	625.9	623.8	-2.1	639.2	640.0	0.8	627.6	630.7	3.1	612.6	608.6	-4.0						
LANGUAGE	**634.0**	**635.2**	**1.2**	**624.9**	**624.2**	**-0.7**	***	**617.6**	**N/A**	**629.5**	**622.6**	**-6.9**	**642.4**	**643.8**	**1.4**	**614.3**	**613.3**	**-1.0**	**622.7**	**622.4**	**-0.3**	**635.9**	**636.0**	**1.1**	**624.4**	**627.7**	**3.3**	**611.9**	**608.1**	**-3.8**						

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* A total of 82,588 were tested in grade 6 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 82,588 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

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Virginia State Assessment Program
Comparison of Spring 1997–Fall 1998 *Stanford 9*
Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency
Grade 9

	Mean Scaled Score Comparisons, Spring 1997 and Fall 1998																																			
	Gender									Ethnicity																									Limited English Proficiency (LEP)		
	Female			Male			Gender not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity not Identified											
Number Tested *	40,230			41,147			49			530			3,081			20,404			2,758			51,462			3,227			205							
Percentage of the Total **	*47.0*			*48.1*			*<1*			*<1*			*3.6*			*23.9*			*3.2*			*60.2*			*3.8*			*<1*							
	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.						
Reading Vocabulary	708.7	709.5	0.8	706.8	707.5	0.7	687.6	678.4	-9.2	707.2	704.8	-2.4	714.6	715.1	0.5	687.0	688.3	1.3	696.9	700.6	1.7	715.5	716.6	1.1	701.1	705.2	4.1	671.8	673.6	1.8						
Reading Comprehension	707.1	706.9	-0.2	696.1	694.7	-1.4	682.1	671.9	-10.2	698.2	696.6	-1.6	706.8	706.8	0.0	679.8	679.4	-0.4	690.7	689.6	-1.1	709.9	709.6	-0.3	698.2	697.2	-1.0	663.1	664.0	0.9						
TOTAL READING	**706.2**	**706.3**	**0.1**	**699.0**	**698.4**	**-0.6**	**684.0**	**674.8**	**-9.2**	**700.3**	**698.4**	**-1.9**	**708.5**	**708.6**	**0.1**	**682.0**	**682.2**	**0.2**	**692.9**	**692.9**	**0.0**	**710.4**	**710.6**	**0.2**	**697.9**	**699.1**	**1.2**	**666.3**	**667.7**	**1.4**						
Mathematics: Problem Solving	678.2	685.7	7.5	681.3	687.2	5.9	***	667.1	N/A	673.9	682.8	8.9	700.7	705.0	4.3	656.8	663.1	6.3	671.1	677.3	6.2	687.7	695.4	7.7	672.5	681.1	8.6	666.5	668.0	1.5						
Mathematics: Procedures	697.4	696.7	-0.7	696.4	695.7	-0.7	***	676.4	N/A	687.4	691.6	4.2	726.9	723.8	-3.1	672.9	675.1	2.2	688.7	687.1	-1.6	704.6	703.8	-0.8	692.5	690.2	-2.3	687.0	686.2	-0.8						
TOTAL MATHEMATICS	**685.7**	**689.8**	**4.1**	**687.3**	**690.5**	**3.2**	***	**673.0**	**N/A**	**679.5**	**686.6**	**7.1**	**710.5**	**712.0**	**1.5**	**663.8**	**668.4**	**4.6**	**678.2**	**681.6**	**3.4**	**694.0**	**698.2**	**4.2**	**680.4**	**685.0**	**4.6**	**674.5**	**676.0**	**1.5**						
Prewriting	659.1	660.1	1.0	650.2	649.5	-0.7	***	631.0	N/A	651.4	649.7	-1.7	663.3	663.9	0.6	639.6	640.1	0.5	647.7	647.0	-0.7	660.1	660.6	0.5	651.9	651.1	-0.8	622.3	618.2	-4.1						
Composing	663.4	662.4	-1.0	652.9	651.2	-1.7	***	625.1	N/A	652.0	649.3	-2.7	666.6	666.7	0.1	637.2	636.2	-1.0	648.2	645.6	-2.6	665.8	665.2	-0.6	657.4	652.1	-5.3	619.2	624.7	5.5						
Editing	658.6	661.4	2.8	649.5	650.1	0.6	***	627.2	N/A	650.3	652.3	2.0	664.0	666.8	2.8	638.1	638.7	0.6	645.1	646.4	1.3	659.8	662.4	2.6	649.6	652.3	2.7	627.5	629.2	1.7						
LANGUAGE	**659.5**	**661.2**	**1.7**	**649.6**	**649.4**	**-0.2**	***	**626.3**	**N/A**	**649.1**	**649.9**	**0.8**	**664.5**	**666.3**	**1.8**	**636.8**	**637.0**	**0.2**	**645.2**	**645.2**	**0.0**	**661.0**	**662.5**	**1.5**	**651.1**	**651.0**	**-0.1**	**621.8**	**623.4**	**1.6**						

NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

* A total of 85,527 students were tested in grade 9 in Fall 1998 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer st subgroup.

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Table F

Virginia State Assessment Program
Comparison of Spring 1997 – Fall 1998 *Stanford 9*
Mean Scaled Scores by Disability
Grade 4

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
SPD = Severe and Profound Disabilities **VI** = Visual Impairment **SED** = Serious Emotional Disturbance
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1998	48			4			70			18			202			39			2,054			292		
	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.
Reading Vocabulary	537.7	533.4	-4.3	*	*	N/A	581.3	595.7	14.4	603.7	600.4	-3.3	622.7	626.1	3.4	583.9	579.1	-4.8	579.3	582.3	3.0	595.5	597.5	2.0
Reading Comprehension	563.9	557.5	-3.6	*	*	N/A	589.0	607.0	18.0	622.5	597.1	-25.4	631.2	629.8	-1.4	591.5	595.9	4.4	585.3	586.9	1.6	592.5	597.1	4.6
TOTAL READING	**550.1**	**549.9**	**-0.2**	*	*	**N/A**	**586.8**	**602.4**	**15.6**	**616.7**	**598.0**	**-18.7**	**628.0**	**627.7**	**-0.3**	**589.8**	**587.3**	**-2.5**	**584.4**	**586.0**	**1.6**	**597.1**	**597.7**	**0.6**
Mathematics: Problem Solving	545.6	550.4	4.8	*	*	N/A	579.2	596.7	17.5	605.0	603.8	-1.2	618.3	620.8	2.5	585.8	595.3	9.5	583.4	589.5	6.1	585.6	587.6	2.0
Mathematics: Procedures	527.1	515.1	-12.0	*	*	N/A	558.6	565.0	6.4	580.2	561.3	-18.9	599.6	592.5	-7.1	570.3	566.8	-3.5	558.6	558.7	0.1	556.2	551.5	-4.7
TOTAL MATHEMATICS	**538.7**	**536.8**	**-1.9**	*	*	**N/A**	**569.5**	**582.9**	**13.4**	**593.1**	**585.4**	**-7.7**	**609.0**	**607.2**	**-1.8**	**578.7**	**582.3**	**3.6**	**572.2**	**575.6**	**3.4**	**572.6**	**572.2**	**-0.4**
Prewriting	531.1	525.8	-5.3	*	*	N/A	555.9	580.5	24.6	590.0	581.4	-8.6	587.3	593.8	6.5	566.6	567.3	0.7	556.7	563.3	6.6	564.7	567.0	2.3
Composing	547.0	547.8	0.8	*	*	N/A	572.2	577.1	4.9	584.2	584.6	0.4	600.0	604.5	4.5	571.5	578.5	7.0	563.4	571.1	7.7	567.6	569.5	1.9
Editing	546.4	551.2	4.8	*	*	N/A	570.6	578.2	7.6	581.5	562.6	-18.9	597.5	597.4	-0.1	570.1	585.0	14.9	556.5	561.5	5.0	567.8	568.3	0.5
LANGUAGE	**536.9**	**542.8**	**5.9**	*	*	**N/A**	**562.6**	**577.8**	**15.2**	**585.8**	**572.4**	**-13.4**	**594.9**	**597.5**	**2.6**	**565.3**	**575.2**	**9.9**	**556.0**	**562.8**	**6.8**	**562.2**	**566.2**	**4.0**

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DB = Deafness and Blindness

Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1998	1,109			259			12			0			9			6			162			7		
	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.	1997 (gr 3)	1998	Chg.
Reading Vocabulary	608.0	616.2	8.2	590.1	594.7	4.6	596.0	607.4	11.4	*	N/A	N/A	*	*	N/A	*	*	N/A	664.6	616.2	-48.4	**	*	N/A
Reading Comprehension	614.5	622.7	8.2	588.2	594.4	6.2	600.7	612.4	11.7	*	N/A	N/A	*	*	N/A	*	*	N/A	673.2	613.5	-59.7	**	*	N/A
TOTAL READING	**612.5**	**620.2**	**7.7**	**588.7**	**596.0**	**7.3**	**596.9**	**610.3**	**13.4**	*	**N/A**	**N/A**	*	*	**N/A**	*	*	**N/A**	**672.0**	**614.9**	**-57.1**	**	*	**N/A**
Mathematics: Problem Solving	609.5	619.3	9.8	579.0	590.4	11.4	594.4	608.9	14.5	*	N/A	N/A	*	*	N/A	*	*	N/A	677.5	607.8	-69.7	**	*	N/A
Mathematics: Procedures	585.4	586.2	0.8	555.6	550.5	-5.1	577.4	567.3	-10.1	*	N/A	N/A	*	*	N/A	*	*	N/A	643.8	571.9	-71.9	**	*	N/A
TOTAL MATHEMATICS	**598.2**	**604.0**	**5.8**	**568.8**	**572.7**	**3.9**	**587.3**	**593.0**	**5.7**	*	**N/A**	**N/A**	*	*	**N/A**	*	*	**N/A**	**664.8**	**591.4**	**-73.4**	**	*	**N/A**
Prewriting	583.1	593.6	10.5	562.7	572.1	9.4	573.4	593.1	19.7	*	N/A	N/A	*	*	N/A	*	*	N/A	623.8	585.4	-38.4	**	*	N/A
Composing	589.3	599.0	9.7	564.0	571.9	7.9	575.8	571.5	-4.3	*	N/A	N/A	*	*	N/A	*	*	N/A	632.3	587.9	-44.4	**	*	N/A
Editing	583.9	591.7	7.8	557.4	563.6	6.2	566.8	563.3	-3.5	*	N/A	N/A	*	*	N/A	*	*	N/A	639.1	587.0	-52.1	**	*	N/A
LANGUAGE	**583.7**	**593.9**	**10.2**	**558.5**	**567.7**	**9.2**	**565.0**	**575.4**	**10.4**	*	**N/A**	**N/A**	*	*	**N/A**	*	*	**N/A**	**637.6**	**584.8**	**-52.8**	**	*	**N/A**

NOTES:

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Virginia State Assessment Program
Comparison of Spring 1997 – Fall 1998 *Stanford* 9
Mean Scaled Scores by Disability
Grade 6

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
SPD = Severe and Profound Disabilities **VI** = Visual Impairment **SED** = Serious Emotional Disturbance
MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1998	55			2			73			13			226			51			3,748			511		
	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.
Reading Vocabulary	594.1	605.2	11.1	*	*	N/A	643.0	648.7	5.7	*	655.5	N/A	666.8	674.4	7.6	631.5	626.7	-4.8	638.8	636.0	-2.8	645.6	641.2	-4.4
Reading Comprehension	585.1	596.4	11.3	*	*	N/A	627.7	635.4	7.7	*	643.6	N/A	661.4	670.3	8.9	631.7	615.1	-16.6	629.0	626.7	-2.3	630.9	628.5	-2.4
TOTAL READING	**591.0**	**603.2**	**12.2**	*	*	**N/A**	**634.9**	**641.8**	**6.9**	*	**647.4**	**N/A**	**662.9**	**671.8**	**8.9**	**632.3**	**622.8**	**-9.5**	**634.0**	**631.7**	**-2.3**	**638.2**	**634.3**	**-3.9**
Mathematics: Problem Solving	579.7	586.9	7.2	*	*	N/A	620.9	633.4	12.5	614.6	628.9	14.3	651.3	660.7	9.4	631.3	634.8	3.5	628.5	626.9	-1.6	624.5	622.9	-1.6
Mathematics: Procedures	583.7	587.8	4.1	*	*	N/A	622.6	628.0	5.4	616.1	633.7	17.6	652.6	657.6	5.0	620.4	631.2	10.8	623.3	619.8	-3.5	619.4	612.5	-6.9
TOTAL MATHEMATICS	**582.2**	**587.5**	**5.3**	*	*	**N/A**	**621.6**	**631.0**	**9.4**	**615.3**	**630.7**	**15.4**	**650.5**	**658.6**	**8.1**	**626.7**	**632.8**	**6.1**	**626.0**	**623.7**	**-2.3**	**622.3**	**618.7**	**-3.6**
Prewriting	560.3	561.3	1.0	*	*	N/A	602.5	601.0	-1.5	598.3	604.8	6.5	619.5	619.3	-0.2	599.9	584.8	-15.1	595.7	592.3	-3.4	596.5	590.3	-6.2
Composing	575.9	567.5	-8.4	*	*	N/A	604.3	610.7	6.4	606.6	614.0	7.4	630.6	632.0	1.4	602.1	600.3	-1.8	601.4	600.6	-0.8	601.9	597.8	-4.1
Editing	561.1	562.6	1.5	*	*	N/A	598.3	606.1	7.8	595.4	614.8	19.4	626.8	629.6	2.8	608.6	597.5	-11.1	590.8	589.2	-1.6	592.5	591.3	-1.2
LANGUAGE	**564.6**	**561.2**	**-3.4**	*	*	**N/A**	**598.0**	**605.0**	**7.0**	**601.4**	**612.2**	**10.8**	**624.5**	**626.7**	**2.2**	**603.6**	**594.0**	**-9.6**	**593.9**	**592.2**	**-1.7**	**594.7**	**590.8**	**-3.9**

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Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1998	540			392			16			2			16			2			303			0		
	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.	1997 (gr 5)	1998	Chg.
Reading Vocabulary	661.3	663.9	2.6	641.5	637.1	-4.4	693.5	665.9	-27.6	*	*	N/A	*	654.8	N/A	*	*	N/A	714.0	668.3	-45.7	**	*	N/A
Reading Comprehension	654.8	661.3	6.5	632.5	624.9	-7.6	659.4	630.1	-29.3	*	*	N/A	*	655.4	N/A	*	*	N/A	701.1	653.5	-47.6	**	*	N/A
TOTAL READING	**657.8**	**663.2**	**5.4**	**636.7**	**631.1**	**-5.6**	**672.9**	**654.1**	**-18.8**	*	*	**N/A**	*	**653.3**	**N/A**	*	*	**N/A**	**707.6**	**659.1**	**-48.5**	**	*	**N/A**
Mathematics: Problem Solving	656.3	660.1	3.8	622.4	619.0	-3.4	667.6	622.3	-45.3	*	*	N/A	*	647.7	N/A	*	*	N/A	706.7	653.3	-53.4	**	*	N/A
Mathematics: Procedures	652.0	658.3	6.3	621.2	608.4	-12.8	674.4	616.9	-57.5	*	*	N/A	*	657.3	N/A	*	*	N/A	705.5	640.8	-64.7	**	*	N/A
TOTAL MATHEMATICS	**653.2**	**658.0**	**4.8**	**621.8**	**614.6**	**-7.2**	**670.2**	**625.3**	**-44.9**	*	*	**N/A**	*	**650.3**	**N/A**	*	*	**N/A**	**708.7**	**646.8**	**-61.9**	**	*	**N/A**
Prewriting	614.5	616.9	2.4	596.0	589.4	-6.6	617.8	609.1	-8.7	*	*	N/A	*	623.3	N/A	*	*	N/A	644.2	611.5	-32.7	**	*	N/A
Composing	623.7	628.1	4.4	603.2	597.1	-6.1	626.3	608.1	-18.2	*	*	N/A	*	636.8	N/A	*	*	N/A	655.1	625.6	-29.5	**	*	N/A
Editing	619.6	624.6	5.0	595.8	589.4	-6.4	623.1	630.2	7.1	*	*	N/A	*	624.1	N/A	*	*	N/A	663.8	618.8	-45.0	**	*	N/A
LANGUAGE	**618.5**	**622.1**	**3.6**	**595.7**	**590.6**	**-5.1**	**622.2**	**606.5**	**-15.7**	*	*	**N/A**	*	**629.5**	**N/A**	*	*	**N/A**	**659.8**	**618.0**	**-41.8**	**	*	**N/A**

NOTES:

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Virginia State Assessment Program
Comparison of Spring 1997 – Fall 1998 *Stanford 9*
Mean Scaled Scores by Disability
Grade 9

MR = Mental Retardation (both TMR and EMR) **OI** = Orthopedic Impairment **LD** = Learning Disability
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MD = Multiple Disabilities **HI** = Hearing Impairment

Description	MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1998	119			2			73			6			227			44			3,411			641		
	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.
Reading Vocabulary	625.2	633.9	8.7	*	*	N/A	679.7	673.9	-5.8	*	*	N/A	704.0	704.2	0.2	673.0	662.9	-10.1	671.9	671.1	-0.8	680.8	680.2	-0.6
Reading Comprehension	623.1	632.0	8.9	*	*	N/A	675.5	665.4	-10.1	675.6	*	N/A	705.1	700.3	-4.8	666.6	661.2	-5.4	663.5	660.8	-2.7	667.3	662.3	-5.0
TOTAL READING	**625.7**	**633.4**	**7.7**	*	*	**N/A**	**676.2**	**667.9**	**-8.3**	*	*	**N/A**	**703.4**	**700.1**	**-3.3**	**668.9**	**661.6**	**-7.3**	**667.2**	**664.6**	**-2.6**	**672.8**	**669.1**	**-3.7**
Mathematics: Problem Solving	626.1	629.0	2.9	*	*	N/A	656.4	653.5	-2.9	*	*	N/A	673.3	679.0	5.7	658.3	658.3	0.0	651.5	654.4	2.9	648.8	651.2	2.4
Mathematics: Procedures	638.7	644.0	5.3	*	*	N/A	677.3	664.8	-12.5	*	*	N/A	700.4	690.5	-9.9	674.0	674.8	0.8	663.5	661.5	-2.0	659.4	659.8	0.4
TOTAL MATHEMATICS	**632.8**	**636.2**	**3.4**	*	*	**N/A**	**665.1**	**658.4**	**-6.7**	*	*	**N/A**	**683.7**	**683.6**	**-0.1**	**664.8**	**666.6**	**1.8**	**657.2**	**658.3**	**1.1**	**654.1**	**655.9**	**1.8**
Prewriting	579.5	589.4	9.9	*	*	N/A	641.8	622.7	-19.1	632.0	*	N/A	657.9	651.8	-6.1	626.4	625.4	-1.0	623.2	620.8	-2.4	621.1	615.7	-5.4
Composing	587.1	581.9	-5.2	*	*	N/A	628.8	619.3	-9.5	*	*	N/A	668.4	655.6	-12.8	610.3	625.8	15.5	617.7	612.5	-5.2	620.1	617.2	-2.9
Editing	599.8	603.9	4.1	*	*	N/A	625.3	626.9	1.6	*	*	N/A	654.4	654.0	-0.4	635.3	639.3	4.0	620.6	619.8	-0.8	624.4	623.5	-0.9
LANGUAGE	**589.1**	**592.4**	**3.3**	*	*	**N/A**	**628.8**	**621.7**	**-7.1**	**620.7**	*	**N/A**	**657.9**	**652.5**	**-5.4**	**624.9**	**630.5**	**5.6**	**618.6**	**616.4**	**-2.2**	**620.2**	**617.0**	**-3.2**

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Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1998	184			274			9			1			7			10			164			1		
	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.	1997 (gr 8)	1998	Chg.
Reading Vocabulary	696.4	697.9	1.5	691.1	682.2	-8.9	*	*	N/A	*	*	N/A	*	*	N/A	673.9	*	N/A	754.2	707.1	-47.1	**	*	N/A
Reading Comprehension	689.4	686.9	-2.5	681.0	668.0	-13.0	*	*	N/A	*	*	N/A	*	*	N/A	661.3	*	N/A	738.3	693.2	-45.1	**	*	N/A
TOTAL READING	**691.2**	**690.1**	**-1.1**	**684.2**	**673.2**	**-11.0**	*	*	**N/A**	*	*	**N/A**	*	*	**N/A**	**666.8**	*	**N/A**	**744.3**	**697.0**	**-47.3**	**	*	**N/A**
Mathematics: Problem Solving	679.4	685.3	5.9	661.8	658.9	-2.9	*	*	N/A	*	*	N/A	*	*	N/A	650.7	*	N/A	740.9	680.4	-60.5	**	*	N/A
Mathematics: Procedures	691.0	694.5	3.5	670.3	666.1	-4.2	*	*	N/A	*	*	N/A	*	*	N/A	671.8	*	N/A	758.7	689.2	-69.5	**	*	N/A
TOTAL MATHEMATICS	**684.1**	**688.3**	**4.2**	**665.7**	**663.2**	**-2.5**	*	*	**N/A**	*	*	**N/A**	*	*	**N/A**	**658.2**	*	**N/A**	**749.2**	**684.1**	**-65.1**	**	*	**N/A**
Prewriting	646.1	648.1	2.0	630.1	620.2	-9.9	*	*	N/A	*	*	N/A	*	*	N/A	629.9	*	N/A	679.2	646.9	-32.3	**	*	N/A
Composing	643.8	644.3	0.5	628.4	621.2	-7.2	*	*	N/A	*	*	N/A	*	*	N/A	626.0	*	N/A	691.9	656.6	-35.3	**	*	N/A
Editing	642.4	646.9	4.5	634.2	627.2	-7.0	*	*	N/A	*	*	N/A	*	*	N/A	638.3	*	N/A	693.6	654.0	-39.6	**	*	N/A
LANGUAGE	**642.6**	**644.8**	**2.2**	**629.5**	**622.6**	**-6.9**	*	*	**N/A**	*	*	**N/A**	*	*	**N/A**	**632.2**	*	**N/A**	**695.8**	**651.7**	**-44.1**	**	*	**N/A**

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